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ABSTRACT

Seven Chapter 1 elementary schools in the Jefferson Cluster in Portland (Oregon) Public Schools invited children who had completed second grade to a language arts summer school in 1992. As part of the program, parents were also invited to attend eight sessions on strategies and activities that would strengthen their children's language arts achievement. Morning and evening sessions were conducted at three summer school sites. A parent leader led the sessions at each site and was responsible for recruitment of parents plus the development and delivery of curriculum. Fifty-four parents participated, with close to half of the parents attending four or more of the eight sessions. Telephone and home interviews revealed that the program's strongest effect was that, after attending the sessions, parents were either reading to or with their children more often than before the sessions. Parents also stated that, after the sessions, they were spending more time playing word games with their children than before. Parent Leaders noted the increased link between these parents and the school as another positive outcome. Appendices include the interview questions and the curriculum materials for parent workshops on the following topics: (1) oral language, reading, and writing; (2) the practice of reading books and storytelling; (3) development of auditory and phonic skills; (4) basic concepts and thinking activities; (5) creative activities to develop vocabulary and comprehension; (6) encouragement of writing at home; (7) family word games and activities; and (8) language arts activities for summertime. (TJQ)

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EVALUATION REPORT ON THE

PARENT INVOLVEMENT SESSIONS

FOR THE

JEFFERSON CLUSTER SECOND GRADE SUMMER SCHOOL

June 22 - July 17, 1992

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ADMINISTRATIVE SUMMARY

Seven Chapter 1 elementary schools in the Jefferson Cluster in Portland Public Schools invited children who had completed second grade to a language arts summer school in summer 1992. As part of that program, parents were invited to attend sessions on strategies and activities that would strengthen their children's language arts achievement. The purpose was to empower parents to actively support their children's learning.

Sessions were conducted at the three summer school sites. The four-week program offered eight parent sessions, mornings and evenings, plus child care, snacks and light meals. A Parent Leader led the sessions at each site and was responsible for recruitment plus the development and delivery of curriculum.

One piece of the evaluation component is based on the extent of parent participation. The goal to serve thirty parents was met and exceeded; fifty-four parents were served. Those fifty-four parents represent twenty-two percent of possible members (246 children were enrolled). Close to half of the fifty-four parents (24) attended regularly, participating in four or more of the eight sessions. Parents' participation was a positive indicator of the success of this program.

The parent sessions were also evaluated on the effects of the sessions as assessed through interviews with parents. Based on telephone interviews with eighteen parents and home interviews in late summer and fall with three randomly selected parents, the strongest effect of the program was that parents were either reading to or with their children more after the sessions than they were before the sessions. Parents also stated they were spending time playing more word games with their children. Another positive outcome observed by the Parent Leaders was the increased link between these parents and the school, a partnership with the children's learning as the common ground.

The major recommendation is that the parent component in summer schools continue, with support for the parents throughout the summer and the regular school year. Other recommendations support revisions or continuations of different features of the program.

INTRODUCTION

The Jefferson Cluster in Portland Public Schools, Portland, Oregon, conducted a four-week summer school from June 22 - July 17, 1992, for students who had just completed second grade and would enter third grade the following fall. The project's goals were twofold: (1) strengthen the children's language arts achievement, and (2) strengthen parents' support of their children's language arts achievement. Children were invited from seven Chapter 1 inner-city schools to attend daily morning sessions. Their parents were invited to attend two support sessions each week, for a total of eight sessions.

This report evaluates the parent involvement component, which was designed to empower parents to be active partners in their children's language arts achievement. The goal was to help parents develop the skills and interest necessary to guide and support their children's language arts learning at home. The key element was to help parents become actively, rather than passively, involved in their children's learning.

The evaluation of the parent component is based on documentation of the program's implementation and the extent of parents' participation in the training and follow-up activities. Parent sessions at each of the three sites were observed twice, for a total of six observations. Most observations were for the entire session.

Telephone interviews of eighteen parents who had participated in at least one session plus home interviews of three selected parents participating in four or more sessions provide more details on the effects of the program. The three selected parents were interviewed on two occasions--once in mid-August and later in early November--to document the kind and extent of their involvement with children's learning.

PROGRAM DESCRIPTION

The summer school sessions were conducted at three elementary school sites--Beach, Boise-Eliot, and King-- for beginning third grade children from those schools and four other geographically adjacent elementary schools--Applegate, Humboldt, Vernon, and Woodlawn. Sessions were conducted in the mornings Monday through Friday for students, and on Tuesdays and Thursdays for parents. Parents could choose to attend morning sessions (9:00am-noon)--which ran concurrently with their children's classes--or attend sessions in the evenings from 6:30 - 8:00 pm. There were eight sessions over the four week period.

Parents were notified of the sessions through fliers sent home with their children at the end of the regular school year and throughout the four weeks of summer school. In addition, the Parent Leaders telephoned all parents of children enrolled in summer school to invite them to the parent sessions and to inform them of the program in general. The Leaders were the primary source for parent recruitment.

At two sites, sessions were conducted in regular classrooms. Although the furniture was more suited for young children, these two rooms were spacious and private. At one site, sessions were held in the teacher resource center. Although the furniture was more comfortable for adults, there were regular interruptions for materials and soda pop. In addition, this resource center was near the teacher's restroom and a small room in which students received individualized instruction.

Each Parent Leader was responsible for developing her own curriculum. Leaders were able to plan and coordinate on one planning day, in addition to minimal telephone contacts. Otherwise, most of the development of curriculum was accomplished by Leaders independently of each other.

Depending on the needs of the parents in attendance, Leaders developed curriculum units that enhanced parents' effectiveness as active partners in their children's educational growth and assisted parents in developing the skills to support language arts learning in the home. The lessons, included but were not necessarily limited to, the following topics:

Oral language, reading and writing
Reading books and storytelling
Developing auditory and phonic skills
Basic concepts and thinking activities
Creative activities to develop vocabulary and comprehension

Encouraging writing at home
Family word games and activities
Language arts activities for summertime
Discipline...Or how can I get my kids to do what's right?
My role as a parent at parent conferences
Home as a place to study and learn (or Family support of academics)
Your child's personal safety
Family work habits
Family participation in stimulating activities
Family emphasis on language development
Family academic expectations

Sessions at all three sites were conducted informally. The leaders encouraged discussion, questions, and participation in activities from the parents. The format generally included a sharing period in which parents discussed strategies they had used with their children or problems they had encountered, a presentation by the leader on a specific topic, interaction with their children either in the children's classroom or the parenting room, and a period of planning for home activities. Snacks were provided plus lunch or a light supper.

Overall, parents appeared to be comfortable at these informal sessions. Leaders modeled activities and strategies for parents. Parents were encouraged to ask questions about their own children's difficulties. Leaders responded to those concerns and often prepared handouts for the parent to address that particular problem. In general, the sessions reflected an interactive model that was personal, supportive, and non-judgmental.

EVALUATION OF THE PARENT SESSIONS

ATTENDANCE

All parents of children attending summer school were notified of the parent sessions by fliers sent home with the children and by a phone call from the Parent Leader. The primary method of recruitment was the telephone. Approximately two-thirds of the parents of children attending summer school were contacted by telephone at least twice by the Parent Leader; half of the parents were phoned three or more times. In addition, home visits primarily for recruitment were conducted by two of the Leaders; at one site the Leader made sixteen home visits during the four week period.

On the eight days that sessions were offered, from 21-28 parents attended either a morning or evening session. The following chart shows the number of parents attending each site on each date:

NUMBER OF PARENTS ATTENDING

	6/23	**6/25**	**6/30**	**7/2**	**7/7**	**7/9**	**7/14**	**7/16**
King	11	7	8	7	12	6	9	9
Boise-Eliot	9	12	11	10	11	9	8	8
Beach	6	6	6	5	5	6	7	6
TOTAL	26	25	25	22	28	21	24	23

The average attendances for the King, Boise-Eliot, and Beach sites were 8.6, 9.8, and 5.9 respectively, for a total average attendance of eight parents. The higher attendance at both King and Boise-Eliot is due to the concentrated efforts by the Parent Leaders on recruitment through telephone contacts and home visits. Additional time was procured for recruitment when evening sessions were canceled at about mid-point at the King site. The Leader at Beach concentrated efforts on curriculum development, which is reflected in the lower attendance at that site.

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The following chart shows the number of parents served:

TOTAL NUMBER OF PARENTS SERVED

King	21 adults (included 2 grandmothers and 1 baby-sitter)
Boise/Eliot	16 adults (included several fathers)
Beach	17 adults (included 1 grandmother and 1 father)
TOTAL	54 adults

The goal was to have a total of thirty parents served; the actual number of fifty-four exceeded that goal. In addition, attendance records showed that mothers were the predominant members, but that fathers, grandmothers, and a babysitter also participated, reflecting a broader outreach than the project may have anticipated.

The following chart shows the number of sessions each parent attended:

NUMBER OF SESSIONS ATTENDED

	1	2	3	4	5	6	7	8
King	8	3	1	2	3	1	1	2
Boise/Eliot	1	5	0	1	2	1	1	5
Beach	8	3	0	0	1	0	2	2
TOTAL	17	11	1	3	6	2	4	9

This chart shows there were 17 parents who attended only one session; conversely, nine parents attended all sessions. Close to half of the parents (24) attended at least half of the sessions (four or more).

There was limited lead time to recruit parents, which meant that leaders spent time contacting parents during the first few weeks of summer school. In addition, student participation at the King site was low and the Parent Leader was asked to recruit students. This shortage of lead time contributed to many parents attending their initial session late in the project. In addition, summer vacations contributed to interruptions in attendance. But in spite of vacations and limited time to publicize the sessions, the attendance goal was met and close to half of the parents attended with some degree of regularity.

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TELEPHONE INTERVIEWS

Eighteen parents who had attended at least one session were contacted by telephone about one month after the last session. These parents responded to four questions on what was helpful, recommendations for change, what are you doing now, and what enabled you to attend. Here are their responses:

What was the most helpful thing for you in these sessions?

Everything. The most common response was everything was helpful--the strategies and the materials.

Monitoring oral reading. The strategies parents most appreciated were on how to monitor oral reading, such as:

- allowing children to read through the sentences and self-correct because interrupting interfered with the children's comprehension,
- telling children the words they don't know so that children can easily comprehend the text and enjoy the story, and
- helping children sound out a word by using the beginning and ending sounds.

Scheduling a regular time for reading. Setting a regular time for reading each day was a helpful strategy for several parents.

Using environmental print. Parents found that employing environmental print was a practical and effective way to help their children.

Reminding parents to read to their children. Parents learned it's important that they continue to read to children, even after children are reading by themselves. Parents said they needed to be reminded to read with and to children, and to make it a high priority.

Belonging to a support group. Several parents mentioned that they enjoyed talking with other parents and being part of a support system. They liked feeling more connected to the school and feeling able to help their child. As one stated, "We parents are intimidated by educators. We feel we're not capable of helping our child."

Miscellaneous. Other responses included using video books, learning to be more patient, and raising children's self-esteem as particularly helpful.

Is there anything you would change?

No major changes, but a few suggestions. Most parents stated that they were very pleased and nothing needed to be changed. Two parents suggested shorter sessions; another two parents suggested that classes continue throughout the summer or during the regular school year. Several criticized the meeting times, but could not suggest anything better. One parent thought that parents should spend more time in the children's classrooms, and another thought it would be beneficial to include math.

What are you doing at home with your child now that you were not doing before?

Reading more with and to children. Nine of the eighteen parents stated they were now reading more either with or to their children.

Playing word games. Many stated they were doing so at a regularly scheduled time, and five parents stated that they were now playing word games or using word cards with the children.

Miscellaneous. Two parents mentioned they had changed how they disciplined their children as a result of the sessions. Other statements by one parent each were that they now discussed what the child read to check for comprehension, and that they helped the child more with homework.

What helped you to be able to attend?

Employment status. Five parents said the sessions were convenient because they were not presently employed; they could attend most anytime. On the other hand, five other parents said it was simply difficult to come--even in the evenings--because they worked.

Miscellaneous. Two parents stated that the availability of child care enabled them to attend, and another two parents suggested using Friday evenings for meetings because families did not have to meet a schedule the next morning. Other comments from one parent each were that riding the school bus, living close to the school, and the motivation to help their child gave them the impetus to attend.

HOME INTERVIEWS WITH THREE SELECTED PARENTS

One parent at each site was randomly selected for an in-depth home interview. The selection was simply the first name alphabetically of those parents who had attended at least four of the eight sessions. Two interviews were conducted in their homes, the first about three to four weeks after completion of summer school and the second in early November. The intent was to assess the effects of the parent involvement session.

All three were single parents; all three were women. Two had taken classes at community colleges and all expressed interest in learning, books, or schooling. One parent had three children living with her, another nine, and the third had two children plus two other dependents (a mother and a mother-in-law). Two were preparing to work part-time in the fall.

Here are their stories:

Linda's Story

Linda is a single parent living in a very low-income neighborhood. It's a large, rambling three-story house that is badly in need of repair. A pair of love-birds are airing on the porch, seemingly indifferent to nearby cats that are roaming amid the clutter. Of the three women, this one is living in true poverty.

The family unit consists of the mother, two children, an ex-grandmother-in-law, and a grandmother who is often hospitalized due to a terminal illness. The conversation dwells on the ill grandmother whose prognosis is poor as the cancer is in its final stages. The child attending summer school is bonded to this grandmother and, according to the mother, is not accepting the prognosis well. There is also an older married daughter.

Linda speaks openly of her situation. The husband was removed from the home because he sexual abused the older daughter, and Linda is on welfare. She is not presently employed and feels she has no hope for employment because of discrimination due to her weight. Having no car also limits her employment opportunities. She had taken course work at two different community colleges to improve her employability.

Fliers were brought home about the parent classes, which she ignored. However, when the Parent Leader phoned and said the sessions would help her daughter, Linda decided to attend. In her words, "She said this would help me with my girl, and I said as long as this would help Nancy, I'd come." She felt sorry for her daughter's friend whose mother refused to attend, so she brought extra papers from the sessions for this little girl.

She describes her young daughter as a daydreamer and lazy. Linda thinks she can do the work, but doesn't feel the teachers believe this. Linda volunteers the fact that her daughter was slapped in the face by a teacher in Kindergarten, and this caused her daughter to dislike school. Her daughter does not voluntarily read at home or use the workbooks, which upsets Linda.

The most helpful thing to her was a booklet called, "Little Things Make a Big Difference." Linda said this showed her things she could do.

> "I have things here I didn't realize I could use to help her learning. I've read it three times now. It showed me things I can do....how to involve Nancy in chores and homework. I have things here at home I didn't realize I could use to help her learning, like the Pickles series."

Linda says her daughter is now reading and making word cards for words she doesn't know. Linda proudly states that she has a big stack of words she knows. "Now she will pick up a book and read to Granny. Before she had to be forced to read and she whined."

Linda couldn't think of anything to change in the sessions. But she did say she'd like to see them offered again. As far as the parents who didn't show up, it was their loss. "If parents understand what's going on in school, it's easier and better for the child. More parents need to get involved with their kids."

Vicki's Story

Vicki lives in a modest home with her three children, ages 12, 8 and 2. She's a single parent. Her mother and sister are helping her remodel the house, so there's fresh paint on the living room walls and newly made drapes and chair cushions, which her mother sewed for her. They've just returned from a family camping trip so the kitchen area is cluttered as she unpacks.

Vicki said that she knew about summer school and the parenting sessions from a flier and a phone call. She decided to attend because it sounded like it would help her daughter in school, especially to get ready for tests. Vicki said she wanted to learn whatever she could to help not only her daughter but the other two boys, especially anything in problem solving skills.

Having lots of books around the children is important to Vicki. She proudly states that before the children go to sleep, they have books all over their beds. She says that the class stressed reading a lot to your children but she did that anyway.

When questioned about how the sessions made a difference, Vicki said she learned a lot. "The Leader reminded me of some things I forgot." The handouts were valuable to her, and she said she had gone back over them to refresh her memory. They had played the questioning game with cousins, but had not implemented much else since they had been camping.

Vicki is serious about her role in her children's education. In her words, " It's important to know what your child is doing, to learn more about school."

For Vicki, the sessions were of value for adult contact. "It's nice to go to a place to have contacts with other parents. I only see Mom and my sister, otherwise kids. It's nice to hear how other parents deal with things."

Jana's Story

Jana lives in a very neat, clean home with a fenced yard and home security equipment that abounds. She is visibly tired. The family had been up early that morning to put an older son on an airplane to visit grandparents in Texas. Jana was watching the clock, waiting to hear that he had arrived safely.

She has nine children between the ages of 6-18. Jana is actively involved in this new school as a volunteer reader, having moved here this past year, and is secretary of the PTA. "Kids need to see parents involved in school, checking up on their kids. Our last school was real good. It had lots of parents, but this one doesn't. It doesn't have to be that way, it can be good like those other schools, it just needs parents."

Jana found out about the parent sessions through fliers and a phone call. She found everything helpful, but the most helpful was a session on gang activity and gang jewels. Jana taught her children what to wear and not wear after hearing about this. She also volunteered that a session on children's safety with strangers had been useful. Jana walks with her children to the elementary school; she expresses shock that other parents don't do that for their children. "It's too dangerous."

One of the last parenting sessions had lots of sharing by parents with coping problems. In Jana's words, "I don't mind helping, you never know when you're going to need help. It's tough to make it, but if I can do it with 9 children, they can do it."

The home interviews took place about three weeks after summer school ended and the second interviews were during the first week in November. Here are the results:

How is your child doing in school this year? (asked in November)

The children like school. Parents felt their children were doing fine. The children liked school and liked their teachers. Interestingly, parents described their children's emotional response to school, not academic.

How did you find out about these sessions for parents?

Fliers and telephone calls. These parents became aware of the parent sessions through the fliers sent home with the children and through phone calls from the Leaders. The motivation to attend was that it would help their children.

What helped you the most?

Everything was helpful, especially games and activities. All three parents felt that everything was helpful, from advice on solving family problems to tips on monitoring children's reading to the brochures. One parent singled out a pamphlet "Little Things Make a Big Difference". All parents said that the games and activities were practical; parents could implement them immediately.

Is there anything from the summer sessions that you've continued doing at home?

Word and reading games. During the July interviews two parents said they had continued the word and reading games with their children, especially the word cards and the questions game.

Reading to and with the children. In November the parents said that they had continued to read to their children and to listen to them read. One parent still implemented the word cards. Another had returned to school and simply had less time to devote to activities.

> "When Nancy is reading, she makes a word card for words she doesn't know. She has a big stack now of words she knows."
>
> "He still doesn't like to read. But he's practicing 15-20 minutes daily and we go to the library so he can pick out books he likes."

Is there anything you would change?

No major changes. When asked if there were any changes they would recommend, all three parents said no and continued to praise the program. One parent did suggest that the program be expanded to include parents of all elementary children, particularly parents of pre-school children.

What do you think is the most helpful thing schools can do to help you help your child? (asked in November)

The parents' own words speak for themselves:

> "Knowledge itself is helpful. Communication is the best thing we can have between parents and schools because kids act differently in school and at home. Teachers just don't have enough time, they have too many students and they need parents to help. They're doing all they can do at school. I need to do all I can at home."

> "Encourage parent involvement in their children's schools. Teachers can't do it all. They need the support of the parent. Parents need to go to the schools. This makes the kids feel good. Kids like to see their parents there. Parents having no car is no excuse; you can walk or take the bus. Children need their parents to not be lazy. (How can schools get parents to come?) Parents need a personal invitation from another parent, tell them their child will feel good and it helps them. Also tell them what's going on in the meeting and that it lasts only so long. They don't want to get stuck in a long meeting."

> "Schools need to challenge the kids more, they need to be given harder instruction. It's too easy at my child's school."

> "One parent was slower and she had transportation problems. Maybe someone can go to her home...she really needed the information and help. I know it can't be done on a grand scale, but some of these parents and their kids need help. With help, that daughter could be different and not be slow."

Is there anything else you would like us to know?

When asked if there was anything else they wanted to tell us, all three asked for the program to be offered again.

> "I'd like to see this offered again. If parents understand what's going on in school, it's better for the child. More parents need to get involved with their kids. I had to hunt down Nancy's teacher at school to talk with her. The Leader covered everything in the time we had. If parents didn't show up, it's their loss."

> "I really enjoyed it. I learned a lot to pass on to my other children."

> "Learning about the gangs was helpful. Everyone should know these things."

INTERVIEWS WITH THE LEADERS

The Parent Leaders at each site are professional educators employed during the school year in the Jefferson cluster. One Leader is a Child Development Specialist, another is a Speech and Language Pathologist, and the third is a Second-Grade Classroom Teacher. All three are experienced in working with parents and young children and are trained in language arts pedagogy and child development. The Parent Leaders had one week preparation time prior to the start of summer school; one of those days was a total staff planning session.

Two Parent Leaders were interviewed twice; once in July and later during the first weeks of November. The third Parent Leader was interviewed once in July. Here are their comments:

What went well?

The parents exhibited a positive attitude. All three Leaders noted the positive attitude and enthusiasm of the parents. Parents felt more comfortable talking about their children's problems with someone who was not a teacher, and were receptive to learning new ways to help their children. All three leaders commented that the one-to-one communication between Leaders and parents went exceptionally well.

Children loved having parents at school. Two Leaders commented that the children were proud and happy to see their parents at school.

Teachers and Parent Leaders became a team. Also mentioned by two Leaders was the positive interaction with teachers, who came to see the parent component as part of the total program.

Child care was very good. The quality of child care, plus the fact that child care was provided, was stated as a positive feature by two Leaders.

Additional comments. Other comments about what went well included the interactive relationship between parents, using the local library, and using the materials for younger siblings and other neighborhood children. Also, parents learned a truer perspective on how their child was doing in school. Having the same schedule for parents and children worked well, as did as having evening sessions available for working parents.

From your perspective now (November), what was the most effective thing you did with parents to help them help their children?

Providing parents with strategies. The sessions provided parents with lots of strategies and materials to help their children that are easy to use. Parents began to think about learning and what they could do to help. Suggestions on how to implement the strategies were well received, such as telling children the words when they listen to them read. Parents learned that they must be patient, that they needed to continue to read to their children, and that they needed to build the children's confidence...and make it fun!

Linking parents to the school. It was also effective to simply listen to the parents and provide a tie to schools that was non-judgmental.

Providing parent counseling. Parents were able to share family problems as well as personal problems. During one evening session, one Leader had the opportunity to discuss a serious problem in corporal punishment with a parent. This sharing was possible due to the non-judgmental relationship that had been established between parents and the Leader.

What needs to be changed? (asked in late summer and November)

More lead time to contact parents. More time was needed to prepare lessons and to telephone parents. Schools could begin recruitment in the spring using pre-registration to determine if evening sessions were needed and to save telephone time. Leaders simply needed much more time for home visits, as well as telephone calls.

More lead time to organize. They needed more time prior to summer school to plan and organize the structure....one week was simply too short. Also needed was more time for joint planning to share areas of strengths, to coordinate use of the Professional Library (PPS) as well as the local library, and to clarify the goals of the summer parent sessions and the means to achieve those goals.

More time to plan and write lessons. Leaders expressed the need for time to prepare lessons and handouts, and to develop and revise materials. An example is that time is needed to prepare or locate brochures on places to visit in Portland that are free and would provide a rich background for children. Another Leader expressed the desire to purchase books prior to summer school in order to give books out on the first day. Giving books away was a powerful tool.

Have shorter time for the sessions. Two Leaders felt the morning sessions could be reduced from three hours to two. The sessions were not only long for parents, but they required many hours of planning time to prepare for each three-hour session.

Better coordination with classroom teachers. One suggestion was to give teachers the course outline and handouts prior to summer school. Better coordination may also be achieved by clarifying and better communicating the goals of the parent component with teachers.

Provide follow-up with parents. The on-going support to parents should continue through the summer and especially during the regular school year. A Parent Leader needs to be employed either full-time or part-time.

It was seen as an advantage for the Leader to be regularly employed at the summer school site to provide on-going support to those parents and students. It's also an advantage to have the Leader's regular responsibilities include parent out-reach, so that the summer sessions are an extension of the regular school year.

Additional details. Parents need to eat lunch with other parents to continue their interaction with each other, and be allowed to ride the school bus with their children. Other suggestions included exhibiting more photographs and having convenient access to copy machines.

What effects have you seen, if any?

Parents spent time on their children's learning. Parents told leaders about activities they were now doing at home, such as reading with and to their children at a regularly-scheduled reading time. Parents were now playing word games with their children.

Parents became responsible for and involved in their children's learning. Parents came to see themselves as responsible for their children's learning, and parents broadened the effects of the sessions by including younger children in the activities. Parents of higher achieving children appeared more enthused about reading; parents of lower achieving children appeared more patient and supportive.

Parents appeared more comfortable with school. The Leaders expressed in different ways that parents seemed more at ease with school. Most were parents of children who struggled in reading, and they saw the school and teachers as judging their worth as parents based on their children's academic achievement. Leaders saw parents become more at ease in the school building and in talking about their child's learning problems. This may to the relationship between parents and Leaders, the informal setting, or from sharing with other parents with similar situations.

In November one Leader commented that parents from the summer sessions appeared to be spending more time at the school. A few parents had also asked for some additional materials and sessions, but unfortunately there was no staff person or time to provide it.

Parents supported and shared with each other. Leaders saw a group of parents develop supportive relationships with each other. Parents shared ideas and solutions and found they were not alone in parenting children who needed help in school.

Children were more confident of themselves. One observed effect was the degree of confidence that students gained from the summer school and their parent's attendance. One Leader had observed one parent's child who now came to school "fixed up and standing proudly".

One Leader continued tutoring the children. One Leader helped sustain the effects of the summer school by tutoring the summer school children during lunch. They and a buddy could read in her room during lunch. Another teacher was preparing to tutor summer school children with a different lunch period at another period in the day. However, she noted that this supported the children, not the parents.

Leaders scheduled follow-ups with parents. One Leader phoned parents and invited them and their children to meet at a local hamburger place. While the children played, she and the parents discussed ways to continue supporting children's learning throughout the summer. Another Leader joined parents and their children at the local library for reading hours.

CONCLUSIONS

The program was implemented according to the design outlined in the project proposal. Parent sessions were presented on eight days during the summer school sessions. Evening sessions were available, as well as child care, snacks, and light meals.

The Parent Leaders developed a curriculum that helped parents support their children's language arts achievement. The topics, activities, and handouts focused on reading, with additional lessons on writing, study skills, and other subjects or issues as requested by parents. Parents discussed and asked questions during the sessions, particularly as the topic related to their own children's needs. Time was spent during the sessions to become familiar with activities and games parents would implement at home, including watching the Leader model the activity or practicing with their children during the interaction period. Several sessions devoted periods of time for parents to develop activities that were designed to address their child's learning deficit. The curriculum and delivery of instruction supported the project's goals in that the content encouraged children's language arts achievement, parents were actively involved in the learning process, and instruction was individualized to address specific children's needs.

The extent of parent participation based on attendance met the goal of serving a minimum of thirty parents. Of a possible 246 parents of enrolled children, fifty-four attended at least one parent session, or twenty-two percent. Although the actual number of parents varied from 21-28 per day, the Parent Leaders provided service to many absent parents by home visits and especially with telephone conferences on the topics they missed. The extent of participation is further reflected in the number of parents who attended the sessions on a regular basis. Almost half of the parents (24) attended at least half (four or more) of the sessions. Nine parents had perfect attendance. These parents were clearly committed to the sessions.

The goal of providing home visits to all parents unable to participate had mixed results. It appears that parents who knew and requested the home visits received help, but primarily visits were used more for recruitment and less for delivery of instruction. Parent Leaders developed curriculum, planned and delivered instruction, recruited and consulted by telephone, and implemented home visits. Under the time constraints, home visits were a lower priority overall. However, Leaders felt they were a very effective tool.

The strongest effect of the sessions was the increased reading time in the homes. Parents were reading more to their children, and children were reading more to their parents. In the telephone interviews, half of the parents reported they were now reading more with children. In addition, parents said they were employing better reading strategies, such as more effective monitoring of oral reading, and were playing word games with their children. In addition, several parents now had a regularly-scheduled time for reading.

Parents in home interviews corroborated what parents stated in telephone interviews. Two of these parents had continued to implement the strategies they had learned during the sessions when they were interviewed again in late fall. Their children were simply reading more. The materials they were given were easy to implement, the activities and games were fun, and parents felt it was helping their children's learning. The third parent had already established many of the practices for good learning, but had used some of the activities during the summer.

Parents stated they wanted to become involved in their children's learning. Parents wanted to help their children but they didn't know what to do or whom to ask. The parents interviewed realized that teachers needed parental aid in instructing children. However, the bridge between teachers and parents to accomplish this task does not appear to be in place. Teachers tended to be seen as the child's partner, not the parent's.

The staffing for the parent sessions was especially strong. Not only were the child care providers very capable, but especially the Parent Leaders were qualified, well-prepared, and committed to serving in this capacity. All of the Leaders worked many hours beyond their contract.

The recommendation from parents and the Leaders was to continue this service and, in fact, extend it to parents of other-age children. From the extent of parents' participation and the impact on children's reading time, there is justification for doing just this.

RECOMMENDATIONS

- Continue to implement a parent involvement session in conjunction with summer school. Investigate ways to continue this service during the regular school year and possibly for the entire summer.

- Expand the membership of the parent sessions to include parents of all elementary school children, in particular parents of pre-Kindergarten and Kindergarten children.

- Publicize parent sessions in the spring during the regular school year. Pre-register to determine if evening sessions are warranted and to plan for materials.

- Employ Parent Leaders in advance to allow time to collect materials and rewrite curriculum. Allow more planning time, possibly during Spring Break.

- Reduce the morning sessions from three hours to two. Plan optional activities for parents remaining for the third hour.

- Establish policy to allow parents to ride the school bus with their children. Be sure to publicize this service.

- Schedule the sessions into rooms that are away from traffic patterns and noise; use rooms that will physically support the goals of the program.

- Continue the snacks, lunches, and gift books as they were well received. Re-evaluate the cost of the light suppers.

- Increase resources for home visits, which were an effective tool.

- Implement strategies to strengthen the relationship between regular classroom teachers and parents.

APPENDIX A

INTERVIEW QUESTIONS

First Interview Questions for Three Selected Parents:

1. Tell me a little about yourself and your family. For instance, are you married or a single parent, how many children do you have?

2. How did you find out about these sessions for parents?

3. What helped you and your child the most?

4. What activities are you doing at home that you learned from the sessions?

5. Is there anything you would change, such as something to drop or something to add that was not there?

6. Is there anything else you would like to tell us?

Follow-up Interview Questions for Three Selected Parents:

1. How is your child doing in school this year?

2. Is there anything from the summer sessions that you've continued doing with your child?

3. From your perspective now, what was the most helpful thing for you from the summer sessions?

4. What do you think is the most helpful thing schools can do to help you help your child?

First Interview Questions for the Three Leaders:

1. Describe your program briefly (I already have copies of your handouts).

2. What went well?

3. What needs to be changed?

4. What effects have you seen, if any?

5. Is there anything else you'd like to tell us?

Follow-up Interview Questions for the Three Leaders:

1. From your perspective now, what was the most effective thing you did with parents to help them help their children?

2. What effects have you seen from the parenting sessions since the sessions ended? (Since school has been in session?)

3. What needs to be changed?

4. Is there anything else you'd like us to know?

Telephone Interview Questions for Parents:

1. What was the most helpful thing for you in these sessions?

2. Is there anything you would change? Anything to drop, or add that wasn't there, or to do differently?

3. What are you doing at home with your child now that you were not doing before?

4. We know it's difficult to make time for these sessions. What was it that helped you to be able to attend?

APPENDIX B

CURRICULUM FOR THE PARENT INVOLVEMENT SESSIONS DEVELOPED BY THE PARENT LEADERS

Beach Second Grade Summer School
Parent Workshop Topics

Workshop #1	Oral Language, Reading and Writing	6/23/92
Workshop #2	Reading Books and Storytelling	6/25/92
Workshop #3	Developing Auditory and Phonic Skills	6/30/92
Workshop #4	Basic Concepts and Thinking Activities	7/2/92
Workshop #5	Creative Activities to Develop Vocabulary and Conprehension	7/7/92
Workshop #6	Encouraging Writing at Home	7/9/92
Workshop #7	Family Word Games and Activities	7/14/92
Workshop #8	Language Arts Activities for Summertime	7/16/92

Laurie Gordon, Parent-Child Specialist
Room A6
Beach School

Parent Workshop Bibliography

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DON'T MISS IT!!

A PARENT WORKSHOP

WAYS TO HELP YOUR CHILDREN—

HOW MANY WORDS START WITH "RAIN"?
RAINING! RAINCOAT! RAINFALL!
DOOR PRIZES! HANDOUTS! DISPLAYS!
TAKE-HOME PROJECTS! DEMONSTRATIONS!

DATE: ____________
TIME: ____________
PLACE: ____________

Parent Workshop #1

Oral Language, Reading and Writing

BEFORE

-Introduce to each parent as they come in.
-Parents make name tags and sign in.

Warm Up

-Each parent tells the name of their kid(s) and tells something about him/her. (Cue with questions: hair color?, age?, funny/smart?, etc.)

Outline of the Workshop

Today we will:

--talk about how your child learns to talk, read, write
--talk about encouragement and self-esteem
--do some role playing
--talk about problem solving
--make some activities to take home
--practice an activity with your child

HOW CHILDREN LEARN TO SPEAK, READ AND WRITE

-Discuss parent as teacher:
YOU ARE YOUR CHILD'S FIRST TEACHER, YOUR CHILD'S HOME TEACHER AND PROBABLY THE MOST IMPORTANT INFLUENCE IN YOUR CHILD'S LIFE. IN ORDER FOR YOUR CHILD TO SUCCEED AT SCHOOL, WE'RE CONVINCED A TEAM EFFORT HAS TO BE MADE. WE APPRECIATE YOUR EFFORT TO BE HERE TODAY. IT SHOWS THAT YOU TOO BELIEVE THAT YOU HAVE A CRUCIAL ROLE IN YOUR CHILD'S EDUCATION.

-Topic intro:
OUR TOPIC TODAY IS <u>ORAL LANGUAGE, READING AND WRITING</u>. LANGUAGE, OUR 'TALKING` SKILLS, READING AND WRITING ARE TIGHTLY LINKED TOGETHER. THE CHILD WHO TALKS READILY IS ON THE WAY TO BEING A GOOD THINKER, ABLE TO COPE WITH SCHOOL LEARNING, ESPECIALLY READING AND WRITING. EARLY WRITING GROWS OUT OF 'SPEECH WRITTEN DOWN', SO CONFIDENT TALKERS TEND TO BECOME CONFIDENT WRITERS. EARLY READING IS LARGELY LISTENING WITH THE INNER EAR TO THE WRITERS 'VOICE' TO HEAR AND TRANSLATE THE FORM, MEANING AND

RYTHMN OF LANGUAGE.

-Activity:
(In small groups if appropriate):

1. THINK TOGETHER ABOUT HOW YOUR CHILDREN LEARNED TO TALK.
   WHAT DID YOUR CHILD(REN) DO AS S/HE LEARNED TO TALK?
   WHAT SIMILARITIES ARE THERE IN YOUR GROUP?

2. Have each group tell at least one thing discovered by the group. List these on a chart. May include:

*lots of babbling
*non-stop talking
*asked alot of questions
*made all sorts of mistakes
*ignored most corrections
*had to be asked 2-3x what they meant
*misunderstood us, etc.

3. Ask:
HOW DID YOU KNOW YOUR CHILD WAS NOT JUST IMITATING YOU? (Clarify imitation vs. generation of speech rules)

WHAT KINDS OF THINGS DID YOU AND YOUR CHILD TALK TO EACH OTHER ABOUT? (Draw out about meaningfulness and purposefulness of language)

WHY DIDN'T YOU CORRECT EACH MISTAKE YOUR CHILD MADE? (Draw out about the expectation of eventual success and how overcorrection decreases the amount of language a child engages in)

4. LEARNING TO READ AND WRITE INVOLVES ALOT OF THE SAME BEHAVIORS CHILDREN USE IN LEARNING TO SPEAK AND LISTEN.

Use parents list form #2 above to draw parallels:

lots of babbling------scribbling/pretending to write
mispronouncing--------misspelling
non-stop talking------vast amount of reading and writing necessary to become proficient

5. Summarize. WHAT WE HAVE SOMEWHAT DISCOVERED FOR OURSELVES HERE IS THE STRONG RELATIONSHIP BETWEEN HOW CHILDREN LEARN LANGUAGE AND HOW THEY ALSO LEARN READING AND WRITING. ONE OF THE VERY MOST IMPORTANT IDEAS YOU BROUGHT OUT IN YOUR DISCUSSION WAS THAT YOUR POSITIVE RESPONSES, AS PARENTS, TO YOUR CHILD'S EFFORTS TO COMMUNICATE, ENCOURAGED AND EXCITED YOUR CHILD. S/HE CONTINUED TO TAKE RISKS AND GROW AS A COMMUNICATOR BECAUSE OF YOUR DELIGHT AT EACH STEP OF THE WAY. IT STANDS TO REASON THAT POSITIVE FEEDBACK AND ENCOURAGEMENT HAS THE SAME EFFECT ON THE DEVELOPMENT OF YOUR CHILD'S READING AND WRITING.

6. Questions and answers.

BREAK*

ENCOURAGEMENT AND SELF ESTEEM

-Intro:
PART OF OUR FOCUS TODAY IS SO SIMPLE THAT IT MAY SEEM SILLY TO YOU, BUT FROM OUR EXPERIENCE, NOTHING IS MORE IMPORTANT TO children's SUCCESS IN SCHOOL THAN FEELING GOOD ABOUT THEMSELVES AND WHAT THEY CAN DO (IN OTHER WORDS, GOOD SELF ESTEEM). SO TODAY, WE'LL TALK ABOUT SELF ESTEEM (FEELING GOOD ABOUT YOURSELF) AND HOW THAT AFFECTS THE PROBLEM SOLVING THAT LEARNING IS ALL ABOUT.

-Activity:

Balls in the Basket

Materials: Red and blue coded name tags, 1 pail/wastebasket for each small group with 6 tennis/rubber balls, tape line on the floor, score pad and marker for each group.

Rules:
1. One person throws all 6 balls in the basket.
2. Score:
    2pts= ball in basket
    1pt= ball hits rim, doesn't go in
    0pts= ball misses

Directions:
WE'RE GOING TO PLAY A GAME. YOU MAY FEEL A BIT SILLY BUT PLEASE TRY TO FEEL WHAT IT CAN BE LIKE FOR A CHILD TRYING TO LEARN SOMETHING NEW. EACH PLAYER SHOULD TAKE ALL SIX SHOTS. A SCOREKEEPER SHOULD KEEP SCORE.

Play:
Move from player to player (or group to group). Make sure the scorekeeper, if it is a parent, is dividing the scores into 'Red' and 'Blue' groups. Comment with unconditional praise all efforts by 'Blue' players. Make subtle put-downs about the shots by 'Red' players.

Conclusion:
Divide a large paper in half. Label one side 'Blues: The Effects of Praise' and other side 'Reds: The Effects of Put Downs'. Bring the group together and tally scores.

Ask these questions:

-HOW DID IT FEEL WHEN YOU WERE PRAISED? WHEN YOU WERE PUT-DOWN?
-HOW DID THIS AFFECT YOUR SCORE? (OR YOUR FEELINGS ABOUT CONTINUING TO TRY?
-HOW DO YOU THINK CHILDREN FEEL AND PERFORM WHEN THEIR EFFORTS ARE PRAISED? WHEN THEY ARE PUT-DOWN?
-WHAT HAPPENS TO CHILDREN WHEN THEIR EFFORTS ARE ALWAYS PRAISED? ALWAYS BELITTLED?
- ARE CHILDREN MORE LIKELY TO TRY SOMETHING NEW WHEN THEIR EFFORTS ARE PRAISED OR WHEN THEY ARE TEASED OR BELITTLED?
-DID ANYONE FEEL CHALLENGED TO DO WELL JUST TO DISPROVE THE

DISCOURAGING STATEMENTS OF OTHERS?
-EVEN IF YOU FIND A 'PUT-DOWN' CHALLENGING, WOULD YOU PREFER A STEADY DIET OF DISCOURAGEMENT FROM OTHERS?
-WHICH DO YOU THINK CHILDREN PREFER?

PROBLEM SOLVING

OK--NOW WE KNOW THAT FOR ADULTS SUCCESS IS WHAT MAKES MORE SUCCESS. THE SAME THING IS ABSOLUTELY TRUE ABOUT KIDS. THE MORE THEY FEEL LIKE THEY ARE DOING THE RIGHT THINGS, THE MORE SELF CONFIDENCE THEY DEVELOP AND, MOST IMPORTANT, THE MORE WILLING THEY ARE TO TAKE RISKS. WHEN WE TAKE RISKS, SOMETIMES WE MAKE MISTAKES. IT'S IMPORTANT THAT WE LET KIDS KNOW THAT EVERYONE MAKES MISTAKES---THAT'S HOW WE LEARN! SOME KIDS ARE SO AFRAID OF BEING WRONG THAT THEY ARE AFRAID TO TRY, AFRAID TO MAKE THE MISTAKES WE ALL NEED TO MAKE IN ORDER TO LEARN. WE NEED TO CHANGE THAT FOR KIDS AND GIVE THEM THE SELF CONFIDENCE AND COURAGE IT TAKES TO THINK FOR THEMSELVES TO THE BEST OF THEIR ABILITY, TO TRY TO SOLVE THEIR OWN PROBLEMS--IN SCHOOL AND IN THEIR DAILY LIVES.

Show the chart: "Problem Solving"

PROBLEM SOLVING

1. WHAT IS THE PROBLEM?

2. WHAT CAUSED THE PROBLEM? WHAT MIGHT FIX THE PROBLEM?

3. HOW CAN WE MAKE IT BETTER?

LET'S USE AN EVERYDAY READING EXAMPLE--A CHILD HAVING TROUBLE READING A SENTENCE. WE NEED TO HELP KIDS LEARN HOW TO FIGURE OUT WHAT THE PROBLEM IS.

OK--WHAT'S THE PROBLEM? WHY CAN'T YOU READ THE SENTENCE?

YOUR DAUGHTER MAY NOT REALIZE THAT THE PROBLEM IS ONLY THAT THERE IS ONLY ONE NEW WORD IN THE SENTENCE. ONCE YOU HELP HER (1) IDENTIFY THE PROBLEM, SHE CAN GO ON TO THE NEXT SKILL OF (2) FIGURING OUT WHAT CAUSED THE PROBLEM AND THINKING THROUGH ONE OR MORE POSSIBLE SOLUTIONS, AND FINALLY (3) CHOOSING ONE OF THE SOLUTIONS AND ACTING ON IT TO MAKE THE PROBLEM BETTER.

Refer to the steps on the chart while reviewing:

1. I can't read that sentence.
2. There is a word I don't know in the sentence.
3. a. I can skip the word, read the rest of the sentence and then go back to try to see what makes sense.
   b. I can try to sound it out.
   c. I can ask somebody to tell me the word.

THE ABILITY TO COPE WITH PROBLEMS BY IDENTIFYING WHAT THE PROBLEMS ARE AND WORKING TO SOLVE THEM IS NOT EASY FOR ADULTS--LET ALONE CHILDREN WHO HAVEN'T HAD NEARLY AS MUCH PRACTICE AS WE HAVE. WE NEED TO KEEP A SENSE OF HUMOR AND KNOW THAT WITH ENOUGH SPACE TO MAKE MISTAKES AND OUR HELP TO LEARN PROBLEM SOLVING SKILLS, OUR KIDS CAN LEARN NOT TO BE OVERWHELMED BY THEIR PROBLEMS AND LEARNING CHALLENGES. THEY CAN LEARN TO THINK FOR THEMSELVES TO THE BEST OF THEIR ABILITIES.

HELPING CHILDREN LEARN

WHAT FOLLOWS NOW ARE SOME EXAMPLES OF THE KINDS OF THINGS WE DO AT SCHOOL TO HELP CHILDREN DEVELOP THEIR LANGUAGE AND SELF CONFIDENCE AND LEARN PROBLEM SOLVING SKILLS. YOU COULD DO ALL THESE THINGS AT HOME TOO.

-Role play and discuss the following activities:

WHAT'S MISSING?
A Game for Would-Be Detectives

1. Parent and child look at items on the table.
2. Parent holds up a cardboard screen while removing one object.
3. Child tries to guess which object is missing.

WHAT'S MISSING? IS A PROBLEM SOLVING/LANGUAGE GAME THAT ALSO DEVELOPS OBSERVATION SKILLS AND MEMORY. YOU CAN MAKE THIS GAME VERY SIMPLE OR QUITE HARD DEPENDING ON THE ABILITY OF YOUR CHILD. AT FIRST, START OUT WITH ONLY A FEW OBJECTS. WHEN YOUR CHILD CAN SUCCESSFULLY NAME THE MISSING OBJECT SEVERAL TIMES IN A ROW, ADD A FEW MORE OBJECTS OR CHANGE THEM ALTOGETHER. REVERSE THE ROLES OCCASIONALLY: LET YOUR CHILD HIDE AN OBJECT WHILE YOU TRY TO GUESS. SUGGESTED OBJECTS FOR THIS GAME ARE:

--KNIFE, FORK, SPOON, LARGE SPOON, SPATULA, CAN OPENER
--MANY CRAYONS, EACH A DIFFERENT COLOR
--SEVERAL LETTERS OF THE ALPHABET. EACH WRITTEN ON A SEPARATE SHEET OF PAPER.
--SEVERAL PLAYING CARDS.EACH WITH A DIFFERENT SUIT AND NUMBER.
--AN ASSORTMENT OF SMALL TOYS.

PATTERNS
What Comes Next?

Materials: colored toothpicks

WITH YOUR CHILD WATCHING, LAY OUT THE TOOTHPICKS ACCORDING TO A SET PATTERN (I.E. "RED-GREEN-RED-GREEN" OR "HORIZONTAL-VERTICAL" OR "RED-GREEN-GREEN-RED-GREEN-GREEN"). tHE DESIGN YOU MAKE SHOULD BE A SET PATTERN REPEATED OVER AND OVER AGAIN.

AS YOU LAY DOWN THE TOOTHPICKS, HELP YOUR CHILD PERCEIVE THE PATTERN BY TALKING IT THROUGH WITH THEM LISTENING. AFTER YOU THINK S/HE HAS CAUGHT ON, ASK "WHAT COMES NEXT?"

VARIATION: COPY CAT: LAY OUT A TOOTHPICK PATTERN FOR YOUR CHILD TO COPY WITH HIS/HER OWN SET OF TOOTHPICKS.

HINT: IT IS IMPORTANT TO TALK ABOUT HOW YOU ARE LAYING DOWN THE TOOTHPICKS AS YOU GO. PRETEND YOU ARE SIMPLY EXPLAINING TO YOURSELF WHAT YOU ARE DOING. THIS WILL HELP YOUR CHILD LEARN TO USE LANGUAGE AS A TOOL IN PROBLEM SOLVING.

PANTOMIMES

Materials: Cards with pictures or words on them. (See Pantomimes handout for great suggestions.)

FAMILY MEMBERS TAKE TURNS DRAWING CARDS AND ACTING OUT THE WORDS. FOR ANY WORDS THAT ARE NOT GUESSED, HAVE THE 'ACTOR' EXPLAIN HIS/HER ACTIONS. WHEN WORDS ARE CORRECTLY GUESSED, HAVE THE 'GUESSER' TELL WHAT HELPED HIM/HER MOST.

HEARTS AND CLOVERS

Materials: Hearts and Clovers game board, spinner or 1 die, marker for each player.

FAMILY MEMBERS TAKE TURNS SPINNING OR ROLLING THE DIE. LARGEST NUMBER GOES FIRST. PLAYERS MOVE AROUND THE BOARD. WHEN A PLAYER LANDS ON A HEART, S/HE MUST TELL SOMETHING ABOUT HIM/HERSELF. WHEN A PLAYER LANDS ON A CLOVER. S/HE MUST ASK ANOTHER PLAYER A QUESTION.

HINT: IT'S FUN TO TRY TO TELL THINGS ABOUT YOURSELF THAT YOU THINK WILL BE NEW INFORMATION TO THE OTHER PLAYERS, EVEN IF IT'S YOUR FAMILY WHO KNOW YOU SO WELL! BE PREPARED TO OFFER GENTLE ASSISTANCE TO YOUNGER PLAYERS WHO MAY HAVE TROUBLE FORMULATING SENTENCES AND QUESTIONS.

-Parents put together 'make and take' sacks with instructions and materials for all games.

PARENTS AND KIDS TOGETHER

CHOOSE AN ACTIVITY WE HAVE JUST DISCUSSED OR SIMPLY CHOOSE A BOOK YOU WOULD LIKE TO SHARE WITH YOUR CHILD AND SPEND THE NEXT FEW MINUTES WORKING TOGETHER. TRY HELPING YOUR CHILD LEARN SOME PROBLEM SOLVING SKILLS AND ENJOY YOUR CHANCE TO PROVIDE PLENTY OF POSITIVE FEEDBACK FOR HIS/HER EFFORTS.

PARENT FOCUS GROUP

-HOW DID IT GO? SUCCESSES? PROBLEMS?
-DID YOU GET A FEELING FOR YOUR CHILD'S RESPONSE TO THE ACTIVITY?
-DID IT SEEM WORTHWHILE?
-OTHER IDEAS?
-Summary:

What have we learned?

List:

1. WHAT HAVE WE LEARNED ABOUT KIDS?
2. WHAT IDEAS CAN YOU USE WITH YOUR CHILD TOMORROW?

-Questions and Answers.

-Door Prizes.

Parent Workshop #1

Oral Language, Reading and Writing

Home Activities

WHAT FOLLOWS ARE SOME EXAMPLES OF THE KINDS OF THINGS WE DO AT SCHOOL TO HELP CHILDREN DEVELOP THEIR LANGUAGE AND SELF CONFIDENCE AND LEARN PROBLEM SOLVING SKILLS. THESE THINGS CAN ALSO BE EASILY DONE AT HOME.

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What Comes Next?

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HINT: IT'S FUN TO TRY TO TELL THINGS ABOUT YOURSELF THAT YOU THINK WILL BE NEW INFORMATION TO THE OTHER PLAYERS, EVEN IF IT'S YOUR FAMILY WHO KNOW YOU SO WELL! BE PREPARED TO OFFER GENTLE ASSISTANCE TO YOUNGER PLAYERS WHO MAY HAVE TROUBLE FORMULATING SENTENCES AND QUESTIONS.

PROBLEM BEHAVIORS

FIRST ------ Try to PREVENT the problem from happening.

If there's STILL a problem...
and the child is "ready"...

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about solutions together.......

1. What IS the problem?

2. What's causing the problem?

3. How can we make it better?

(No luck?...
ADULT solves
the problem!)

NAME ____________ DATE ____________

"This Is My Life" Coin Collection

DIRECTIONS: A popular collecting hobby is coin collecting. You can begin a coin collection by collecting pennies. First, try to find a penny that was issued the year you were born. Then try to find a penny for each year after that until the present time. Use rubber cement to mount the pennies on this page. Glue this page on a sheet of cardboard. Talk with your parents about an important event in your life for each year. Across from the coin for each year, write the most important event.

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D ______

Forming a Club

DIRECTIONS: Many people who like to collect things want to talk with others who also like that hobby. You may want to start a hobby club with people who like to collect the same things you like. To find out who likes to collect different things, use the questionnaire below. Ask your friends to read the list of things to collect and put a check mark in front of those things they are collecting. Find a time when people who like certain hobbies can get together. Begin by talking about the purpose of your club and the name of it. You can then get books by looking in the card catalog under the interest that you like. For example, if you like collecting dolls, you can find books about how to collect dolls, such as *Dolls, Dolls, Dolls* by Shirley Glubok (Follet, 1975). You can also look in the encyclopedia under your interest. Members in your group might decide to make a special showcase showing your collections. You can trade things with each other. You may want to make a banner for your club or a wooden plaque with the names of the members.

WHAT DO YOU LIKE TO COLLECT?

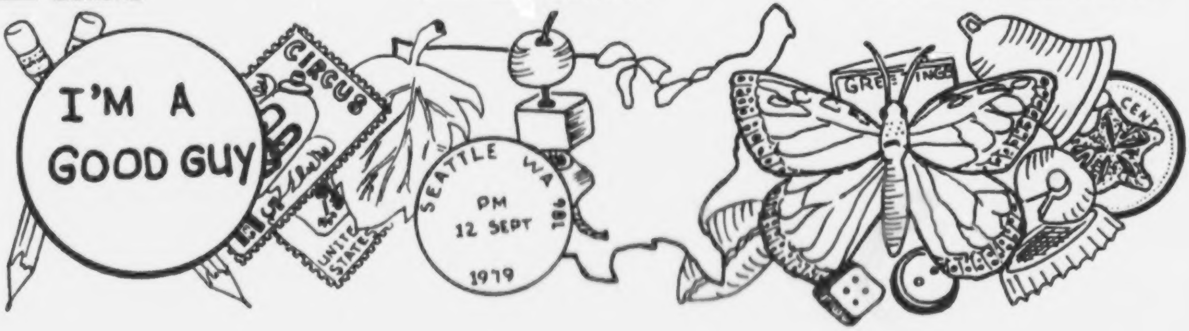
NAME ______________________

Directions: Put a check mark in front of the things that you like to collect.

______ Nails
______ Shells
______ Advertisement Buttons
______ Pencils
______ Bottle caps
______ Autographs
______ Insects
______ Menus
______ Models
______ Stamps
______ Buttons

______ Bells
______ Rocks
______ Beads
______ Dolls
______ Postcards
______ Pennants
______ Newspaper clippings
______ Trading cards
______ Greeting cards
______ Trains
______ Postmarks

______ Maps
______ Posters
______ Fingerprints
______ Leaves
______ Match covers
______ Marbles
______ Butterflies
______ Bottles
______ Cans
______ Coins
______ Matchbox cars



From *Read All About It!* © 1979 Goodyear Publishing Company, Inc., Harry W. Forgan, and Bonnie F. Striebel

What was the best game your mother or father played with you when you were a baby?

Take a portrait of your family.

CEREAL BOX SPECIAL

Pour some milk and cereal in a bowl.

As you eat the cereal, try to read the words on the box.

Can you find

- . . . a word that begins with P?
- . . . a word that has four letters?
- . . . a word that ends in E?
- . . . A word you like the sound of?

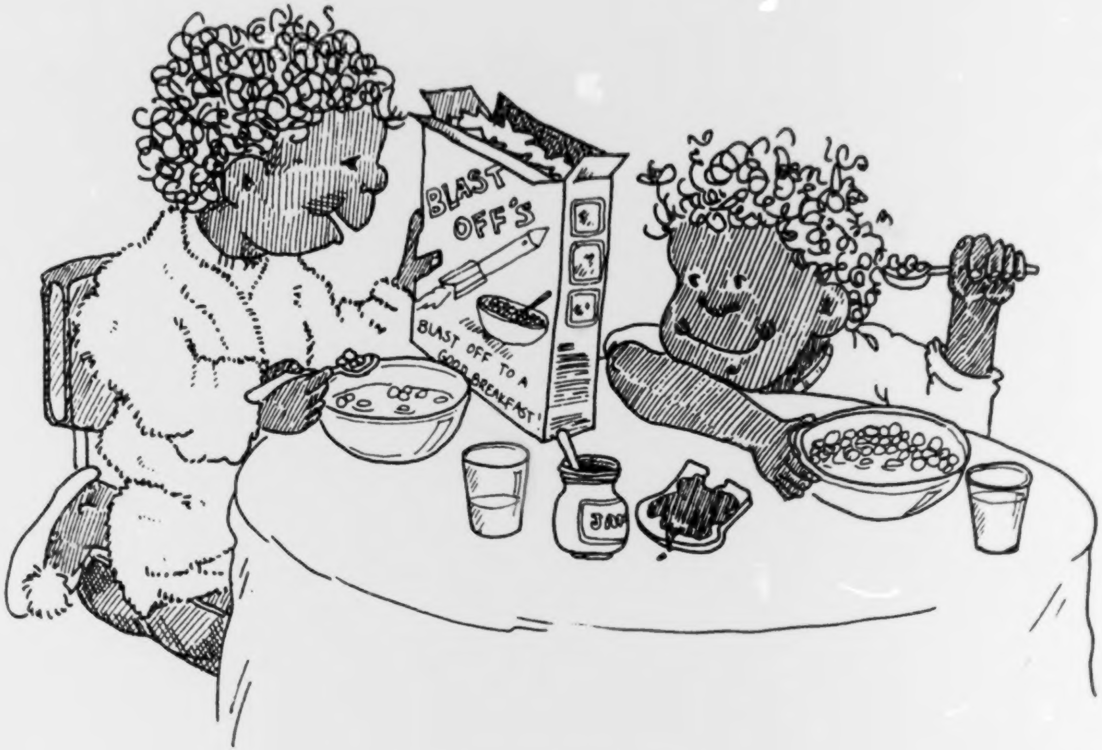
bowl.

d the words on the box.

?

ers?

d of?


BLAST OFF'S
BLAST OFF TO A GOOD BREAKFAST!
JAM

What do the words on the box tell you about the cereal?

Try to think of a word to tell someone

. . . how the cereal looks.

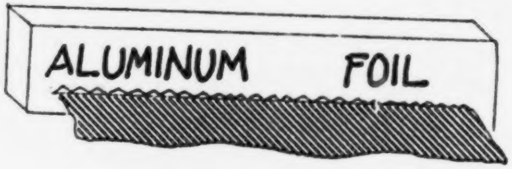
. . . how the cereal feels.

. . . how the cereal smells.

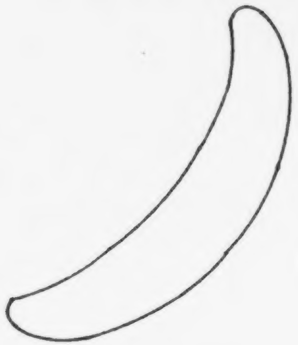
. . . how the cereal sounds.

. . . how the cereal tastes.

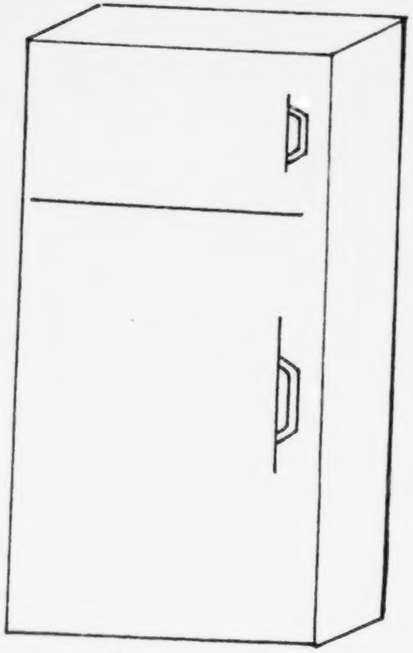
Frozen Banana



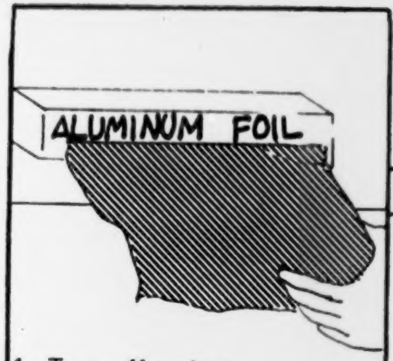
aluminum foil



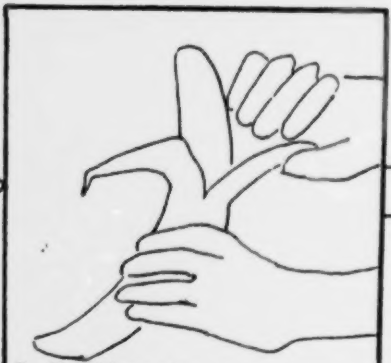
ripe banana



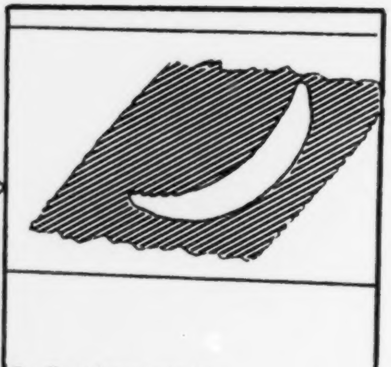
freezer



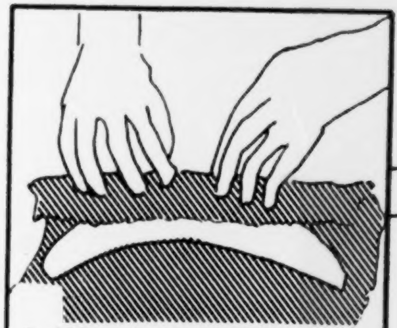
1. Tear off a piece of aluminum foil.



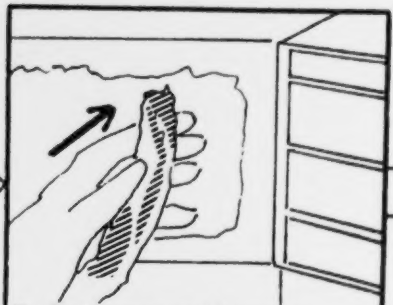
2. Peel banana.



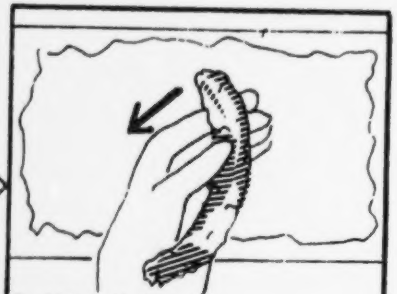
3. Put banana in middle of foil.



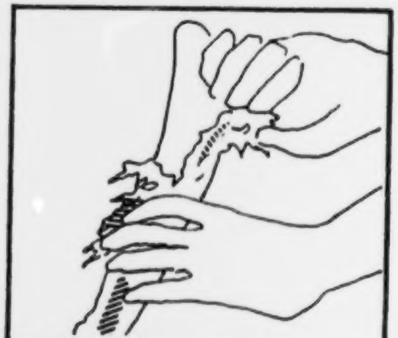
4. Wrap banana in foil.



5. Put wrapped banana in freezer.



6. Wait 1 day. . . .
Take out of freezer.



7. Peel foil and eat.

Parent Workshop #2

Reading and Storytelling

BEFORE

-Introduce to each parent as they come in.
-Parents sign in and make name tags.
-Point out display items for perusal.
-Give parents 3x5 cards. Have them list books/stories that were childhood favorites.

Warm Up

-Each parent tells the name of his/her child and then tells something that the parent is proud of, values, ...etc. (Cue: physical skills, around the house, with friends, physical characteristic, etc.)

Outline of the Workshop:

Today we will:

--talk about the benefits of reading and storytelling at home
--listen to interesting and helpful ways to read stories
--become familiar with some storybooks you may not know
--talk about other kinds of reading
--make some books/activities to take home
--practice reading/working with your child

THE BENEFITS OF READING AND STORYTELLING AT HOME

Intro:

Last time we talked about your role as the model for your child's language development. We said imitation is a prime way in which children learn. You may have noticed your child's quickness to imitate television--especially commercials. The effect of commercials during a child's imitative stage can be enormous. A few years ago, for example, you could probably find more 5 year olds who could say "2 all beef patties, special sauce, lettuce, cheese, pickles on a sesame seed bun" than children who could recite their own phone numbers and addresses. Madison Avenue has developed a formula to captivate the attention of our children.

1. Send your message to the child when s/he is still at a receptive age. Don't wait until s/he is 17 to sell chocolate cereal. Get him when he's 5 or 6 or 7.

2. Make sure the message has enough action and sparkle in it to catch and hold the child's attention. Avoid dull moments.

3. Make the message brief enough to whet the child's appetite, to make him want to see and hear it again and again. It should be finished before the child gets bored.

Parents and teachers can use Madison Avenue's formula to sell our product--reading and books. Using the television formula, here's the way we do it:

1. You begin reading to children when they are still young enough to want to imitate what they are seeing and hearing.

2. You make sure the readings are interesting and exciting enough to hold their interest while you are building up their imagination.

3. You keep the readings short enough to fit their attention span and then gradually lengthen both.

As we read and talk about books, children learn:

*the sounds of language
*new vocabulary and concepts
*correct use of grammar
*to associate letter symbols with sounds
*left to right progression
*word patterns and rhyming
*to use picture and context cues
*to relate information and communicate ideas
*sentence patterns and prediction
*to enjoy the reading process

Discuss: Parents' favorite books and stories from the cards they filled out as they entered. Recall past experiences.

INTERESTING AND HELPFUL WAYS TO READ STORIES

Activity: Reading Storybooks: Hows and Whys

Beginning:
Tell participants that you are going to read a book using techniques similar to those you commonly employ with children. They should think of themselves as in their children place and respond accordingly. When you have read the whole story talk about why you enjoy reading this book to children. Discuss extension activities.

Middle:

EACH ADULT CHOOSES A BOOK AND READS IT.

Discuss:

Why did you like or not like this book?
Why do you think children would like or not like this book?
Would this be a good read aloud book for children?
How would reading this book aloud to children help them learn to read?

End:

Record the group's answers to these questions on chart pad:

What makes storybooks interesting to children?
Why should we read aloud to children?

**Reference The Read Aloud Handbook by Jim Trelease.

OPTION: pass around books from display for inspection. Talk about why children like them, availability, extension activities, etc.

Read-Aloud with your Child

-5 Finger Method of choosing a book suitable for your child to read aloud. Choose any page, have the child begin to read aloud. For each word the child doesn't know, mark it with a finger. By the end of the page, if you have counted more than 5 fingers the book is too hard. Success is important.

Paired Reading: Parent and child together. With a familiar/favorite story (perhaps one that the parent has read several times). Parent and child read along together. Parent adjusts pace to the child. If there are miscues, the parent reads the appropriate portion of the text for the child to repeat.
Later, when the child feels ready, s/he signals the parent by means of a tap or some other gesture. The parent remains silent except for giving liberal praise for trying. If the child miscues, the parent reads correctly the sentence or phrase for the child to repeat and then go on. If the child hesitates over a word for more than 4 seconds the parent reads it and has the child repeat it. THIS SIMPLE INTERVENTION, IF SUSTAINED OVER ONE OR MORE YEARS, HAS BEEN STATISTICALLY SHOWN TO PROVIDE IMMEDIATE AND LONG-LASTING IMPROVEMENTS IN READING ABILITY.

Read-Aloud Hints:

- Try to read-aloud every day at least a few minutes. Make this an important and regular part of your everyday schedule- right after dinner, just before bedtime, or anytime.

- Make trips to the library regular events. Help your child select books or get the help of the children's librarian. Get your child his/her own library card. Stay a while and read a book there.

- Reread books if your child requests it. Repetition is good for children.

- Be dramatic! With your voice, make the story exciting, sad, scary, etc. Show that you ENJOY reading.

- Relate the story to the child's life. If you read Green Eggs and Ham, for instance, make some scrambled eggs afterwards with green food coloring in them. If you read a story about the ocean, talk about the times you have been there. "Remember when we found the shells on the beach?"

- Do a follow-up activity once in a while. Have your child draw a picture about the story. You and your child could act out part of it.

- As you read the story, let your child say the words of the main characters. "And the Giant said..."

- Use a tape recorder and retell the story together. Listen to it. Make up sound effects as you go along.

- Make a chart of books you have read together. Keep adding to it.

- Listen to a story on tape and follow along together. Some of these can be checked out from the library.

- Subscribe to a children's magazine and read it together each month. Children really look forward to receiving them in the mail. Makes a great year long present!

- Help your child build his/her very own library. Put your child's name in his/her books and keep them in a special place. Buy books as surprises, presents, souvenirs, rewards, or remembrances of special times

- Listen attentively if your child wants to read to you. Don't hesitate to give help as needed. Reading should be an enjoyable and rewarding experience.

- Provide a regular, quiet time, TV-free, to encourage reading.

- When your child brings home books from the school library, be sure to enjoy them together.

- Keep small books in the car. Change them occasionally. Children will read them.

BREAK

OTHER KINDS OF READING

- Read signs when you're in the car. Read ads in the newspaper and magazines; read food packages and signs in the grocery store; read recipes; read the Sunday comics together.

- Write notes to your children. Leave simple messages on the bulletin board/refrigerator.

- Read, with your child, the notices, s/he brings home from school.

- Play board/other games with your child. Read the directions, words on the board.

- Read back stories your child has dictated or written. Children love to hear their own stories.

- Read interesting articles from the paper to your child.

- The Library: story hours and activities are held at the local library. Many have reading contests for all levels of readers, especially during the summertime. There are booklets of suggested books for kids, library brochures. Also, make trips with children to bookstores when you are at shopping centers.
- Storytelling and oral folklore. Recite some jumprope rhymes. Ask parents if they remember any. Suggest ways to use these. Give list of these rhymes and encourage parents to recite these with children. These are part of our heritage that should be preserved. Saying them over and over is great for developing memory and learning patterns of language.

- Children love to hear, as well as read, bedtime stories. Take advantage of this time to pass on your history. Make up stories and have children add to them. Keep a continuing story going from night to night. This helps develop imagination, creativity, sequencing, topic maintenance.

- Make shoebox flannel boards for traveling. Cover the inside lid with flannel. Cutouts of pictures, words, letters (with small pieces of flannel glued to the back so they'll stick to the flannel board) can be kept inside the box. This can be great practice as you're riding along in the car and it's fun for children to tell stories to younger kids.

- Another fun activity, either in the car or at home: telling stories in the round. Tape record the story and play it back afterwards. Each person tells part of the story by adding to it. Make up animal stories, ghost stories, tall tales, etc. As you start the story, use alot of expression in your voice. Point to different family members to add parts. A story in the round might begin, "It was a dark and stormy night. The wind howled and the cats screeched..."

- Comprehension, recall, sequence, of a story can be stimulated with follow-up activities:

- After reading a book about food, make and/or serve that food (i.e. After The Gingerbread Man make gingerbread people).

- After reading Cloudy with a Chance of Meatballs let kids use foods (i.e. cereal, dry toast, pasta, etc.) to create scenes from the story or their own 'something else from food' (i.e. pasta jewelry).

- After reading a book about animals, take a trip to the zoo or pet store to see the animals.

- Tie in a related video to a story you have just read (i.e. The Cat in the Hat, the PBS Faerie Tale Theater series, Reading Rainbow).

- After reading a concept book, set the child up to do an experiment relating to the concept. For instance, read Short and Tall by Richard Scary, then measure things around the house. Read a book about growing gardens, then plant some seeds. Read a book about bugs, then catch and observe some bugs.

- Have the kids make homemade paper bag, sock, etc. puppets to retell a story. The puppet can be a character from the book, or it can be the child telling the story with a puppet of him/herself.

- Shopping. At the grocery store, look for target letters, letter combinations (i.e. blends such as tr, bl, st etc.), compound words (i.e oatmeal). Have the child match product names with the items on your shopping list. Let your child check the list and compare it to items in the cart before you leave to make sure you have everything you needed.

- Alphabet Night. Let your child choose a letter and plan a menu with foods all beginning with that letter. Make a simple menu listing the foods selected for the meal (for example, the letter p could include pasta, pears and punch).

- Television. Read the program description in the guide together. Pick out words from favorite show titles.

- Following Directions. Hide an object somewhere in the house. Give written directions/pictures to help your child find it.

Bookmaking

-Children love to make their own books and share them with others. Consider having a Bookmaking Box at your house that contains all the materials needed to make books. This box could be pulled out at any time, ready to go, and your publisher could go to work. Homemade books can become a favorite gift (grandparents love to get them), an organizational tool, a way of holding on to the memory of a special event or activity, a story telling activity, a communication format.

BOOKMAKING BOX

Basic items in a Bookmaking Box may include:

-pens, crayons, pencils
-old magazines
-Sunday comic strips
-glue stick
-scissors
-lined and unlined paper
-construction paper
-cardboard/old cereal boxes
-yarn

- Share some child made books. Read some of the stories to the parents.

˜ Concept Books: Cut out magazine pictures or draw pictures on one subject. Label the pictures (i.e. things that are red, ways to travel, sports, animals, Halloween/scary things, etc.)

˜ Letter Books: Cut out pictures of things that start with a certain letter. Label the objects. Or, use one picture for each letter of the alphabet.

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˜ Movie Story: Make a shoebox movie with a story divided into frames. Show the movie and narrate the story.

˜ Interactive Journal: Write and illustrate messages back and forth with your child.

Make and Take

- Give out story shapes. The child can dictate a story which can be printed on the story shape. The story can be illustrated on the back. These should be read back to the child and displayed at home.

- Book making activity. Provide directions and materials for parents to make several different types of blank books. If there's time, parents may want to make a "You're Special to Me Because..." book for their child.

- Discuss handouts and games.

PARENTS AND CHILDREN TOGETHER

-Parents can visit classrooms to work with their child
or
-Children can come into the room to:
read a story with their parent
make a book with their parent

PARENT FOCUS GROUP

- How did it go today with your child?
- Was there something you thought went very well? poorly?
- What will you try at home that we've talked about today?

-Suggestions

-Questions and answers

-Door prize

Optional
Activity: Memories About Learning to Read

Materials: Index cards and pencils

1. Begin by telling participants that learning to read is an individual experience, different for each person. TELL ABOUT OWN EXPERIENCE LEARNING TO READ, BEING READ TO, HOW IT FELT BEFORE LEARNING TO READ,SPECIFICS ABOUT HOW TAUGHT.

2. Give each person a 3x5 card and have them label one side "Good' and the other side 'Bad'. Have them list good and bad memories. (if they can't remember for themselves, tell them to think about other sibs or own children.)

3. Bring group together to talk about good and bad memories. TOGETHER COME UP WITH WAYS TO SUPPORT AND ENCOURAGE THE GOOD THINGS ABOUT READING AND WAYS TO AVOID THE BAD THINGS AS THEIR OWN CHILDREN LEARN TO READ.

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Reading and Storytelling

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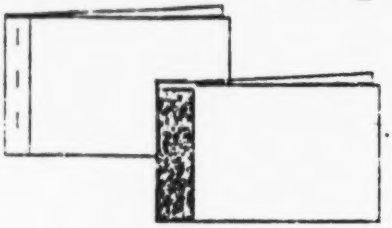
Four Quick Binding Methods

Book binding can consume quantities of time and materials. Here are four methods which require little time and common materials.

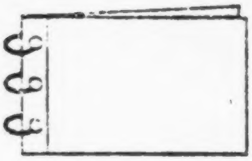
1. Side-stapled booklets



Sandwich pages between front and back covers. Staple along top or left side. Use tape to cover staples.

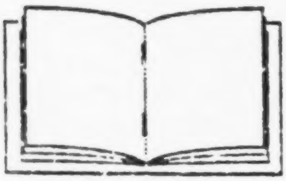
•HINT: Score covers with an x-acto knife on the inside to create a simple hinge. You may reinforce the hinge with book tape on the outside.

2. Hole-punched booklets

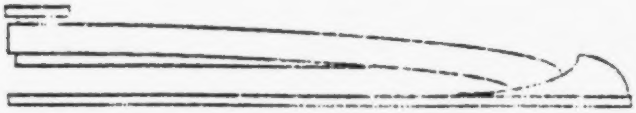


Sandwich pages between front and back covers. Punch holes along top or left side. Clip on metal rings, plastic "chicken rings," or join with yarn.

3. Center-stapled theme books

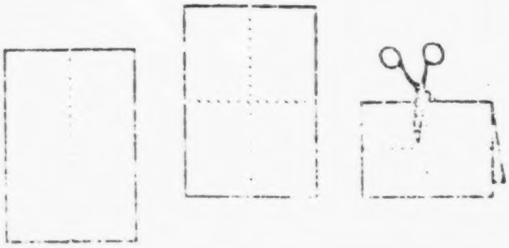


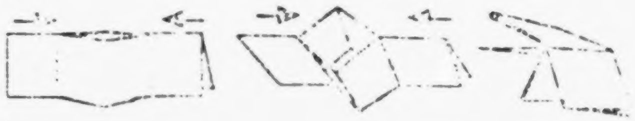
Fold typing paper or horizontally lined paper in half. Cut and fold a 9"x12" construction paper cover. Center staple with an extension stapler.



4. Four page mini-books

Fold typing paper lengthwise. Open and fold widthwise. Fold widthwise again. Open the last fold and cut from the center of the folded edge to the fold line. Open the entire page and refold lengthwise. Push from both ends of the page so the cut opens to form a diamond. Push past the diamond to form the book. Finish with glue.





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Oral Folklore

JUMP ROPE RHYMES

Not last night, but the night before,
A lemon and a pickle came a knockin' at my door.
I got up, let them in,
Hit 'em on the head with a rolling pin.
1, 2, 3, 4, etc.

Sheep in the meadow,
Cows in the corn.
Tell me the month
That you were born.
January, February, March, etc. *(Jump out on your birthday.)*

Order in the court.
The Judge is eating beans.
His wife is in the bathtub
Shooting submarines.
How many submarines did she shoot?
1, 2, 3, 4, etc.

Johnny over the ocean,
Johnny over the sea.
Johnny broke a bottle
And blamed it on me.
I told Ma, Ma told Pa.
Johnny got a whipping
And ha, ha, ha.
How many whippings did he get?
1, 2, 3, 4, 5, etc.

Cinderella dressed in yellow,
Went upstairs to kiss a fella.
By mistake she kissed a snake.
How many doctors did it take?
1, 2, 3, 4, etc.

Spanish dancers turn around.
Spanish dancers touch the ground.
Spanish dancers show your shoe.
Spanish dancers, that will do!

Fishy, fishy in the brook,
Papa catch 'em by the hook.
Try to catch 'em if he can.
So Mama fry 'em in the pan.

Engine, engine, number nine.
Riding on Chicago line.
When she's polished won't she shine!
Engine, engine, number nine.

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HANDOUT F – page 2

CLAPPING RHYMES AND SINGSONG RHYMES

A sailor went to sea, sea, sea
To see what he could see, see, see.
But all that he coud see, see, see
Was the bottom of the deep blue sea, sea, sea.

Pease porridge hot,
Pease porridge cold.
Pease porridge in the pot,
Five days old.

Some like it hot,
Some like it cold.
Some like it in the pot,
Five days old.

Mother, Mother, I am ill,
Call the doctor over the hill.
In came the doctor,
In came the nurse,
In came the lady with the alligator purse.
"Measles," said the doctor,
"Mumps," said the nurse.
"Nothing," said the lady with the alligator purse.

My father is a butcher,
My mother cuts the meat.
And I'm a little meatball
That runs up and down the street.

NURSERY RHYMES

Say the nursery rhymes listed below over and over. Explain unfamiliar words such as "tuffet," "troll," and "porridge."

- Little Miss Muffet
- Georgie Porgie
- Jack Sprat
- Humpty Dumpty
- Old King Cole
- Simple Simon
- Old Woman in the Shoe
- Little Jack Horner
- Tom, Tom the Piper's Son
- Old Mother Hubbard
- Little Boy Blue
- Three Little Kittens
- Jack and Jill
- Queen of Hearts
- Little Bo Peep
- Peter, Peter, Pumpkin Eater

Teach your child poems you learned when you were a child. Make up actions to go with the rhymes. You can check out rhyme books from the library.

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Make a Family Movie or Slide Show

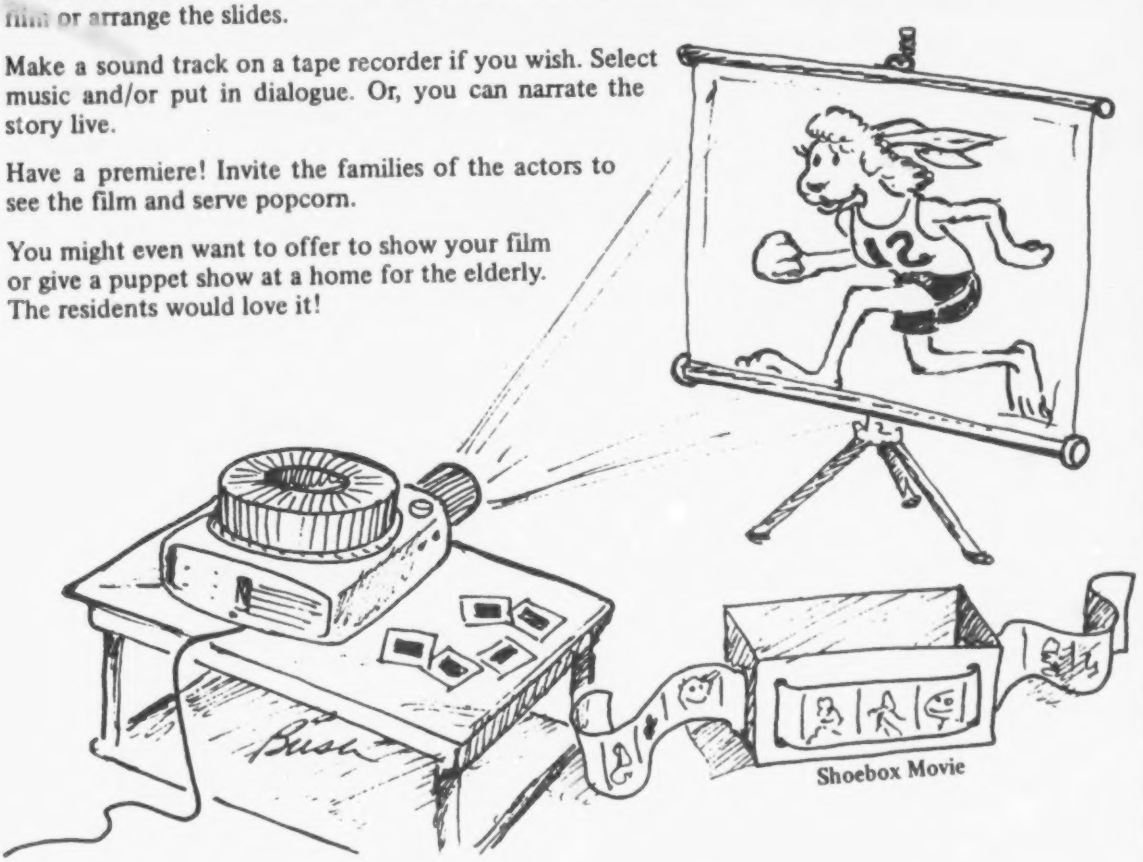
Shoebox Movie

Staple strips of paper together to make one long strip. Divide the strip into squares and draw scenes for a story on it. Your child can narrate the story as you roll the strip through the shoebox screen.

Movie or Slide Show

If you have a movie or slide camera, create a show with your child.

1. Make up a story with your child. Decide on the sequence of the scenes for the show. Write these on index cards as a guide for the filming.
2. Talk about who the characters are and who could portray them (family members, friends, etc.). Choose your cast.
3. Talk about what kind of costumes will be needed. Use things you already have. Keep it simple so your child can do most of the work. Find props you will need.
4. Decide where you will shoot the scenes.
5. Select a title for the film and let the children make title and cast cards.
6. Shoot the movie or slides. After they are developed, view them and decide how to splice the film or arrange the slides.
7. Make a sound track on a tape recorder if you wish. Select music and/or put in dialogue. Or, you can narrate the story live.
8. Have a premiere! Invite the families of the actors to see the film and serve popcorn.
9. You might even want to offer to show your film or give a puppet show at a home for the elderly. The residents would love it!



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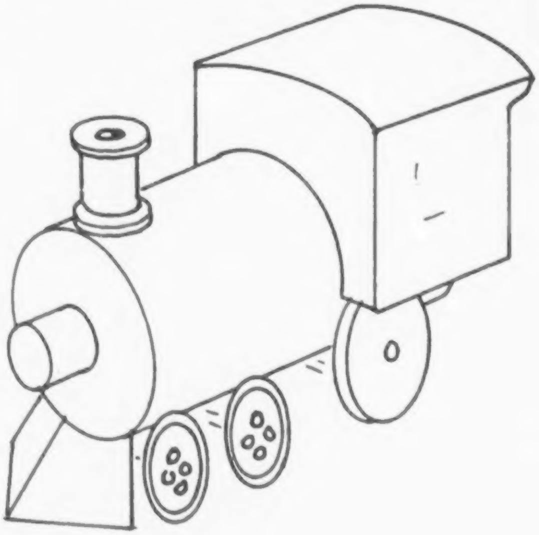
HANDOUT N

Materials to Save

Keep some of these materials in a box ready for use. Make things. Talk about size, shape, texture, and use as you work with your child. Be creative!

- cloth scraps
- trimmings
- buttons
- fun fur
- yarn
- string
- cord
- toothpicks
- popsicle sticks
- Q-tips
- feathers
- pine cones
- seashells
- gravel
- straws
- corks
- nuts
- macaroni
- beans
- glue
- glitter
- markers
- crayons
- boxes of all sizes
- yogurt cartons
- tubes
- cotton balls
- foam rubber
- styrofoam packing material
- pipe cleaners
- pop bottle tops
- food packages
- styrofoam hamburger containers
- styrofoam food trays
- paper plates and cups
- egg cartons
- beads and craft materials
- tennis balls
- marbles
- other balls
- cupcake papers
- doilies
- keys
- old jewelry
- parts from games and toys
- old cookie cutters
- coat hangers
- magazines
- masking tape
- scotch tape
- all kinds of paper
    - tissue
    - cellophane
    - sandpaper
    - wallpaper samples
    - old gift wrap
    - grocery bags
    - greeting cards
    - corrogated cardboard
- aluminum foil
- paint brushes
- food coloring
- watercolors
- scissors
- food cans



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HANDOUT P

Puppets

Make all kinds of puppets at home – but don't stop there! Give a show – pantomime to records – make up commercials – or just have conversations with them. Making them is just the beginning. *Using puppets encourages verbal expression and vocabulary development.* Make a puppet stage from a cardboard box, use a table with a cloth draped down in front, or hang a sheet across a doorway.

Kinds of Puppets

sock puppets

paper puppets on sticks

Use tongue depressors or popsicle sticks. Draw your own or cut out pictures. Make all the characters for a story like the *Gingerbread Man* or *Noah's Ark*.

tennis ball, styrofoam ball or Nerf ball puppets

Cut holes or slits for mouths. Draw on eyes and features or glue on pieces of felt.

paper cup puppets

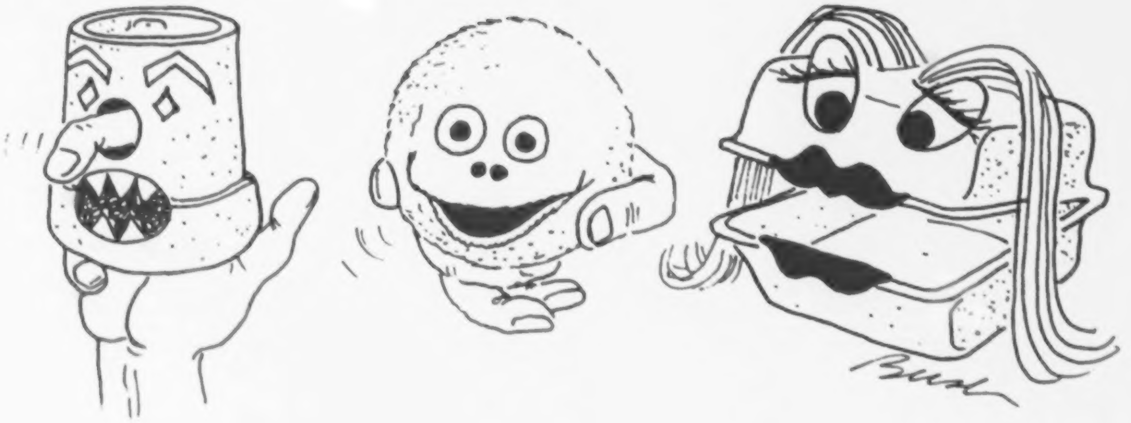
Make a nose hole. Put your finger through the hole. Glue on or draw eyes, mouth, hair.

hamburger container puppets

Cut three holes in the back for thumb and fingers. Cut two on the upper section, one on the lower. Decorate the face.

hanger and nylon stocking puppets

Bend a metal hanger into a circle. Cut off the legs of a pair of pantyhose. Stretch a leg over the wire circle. Tape the open end to the hook of the hanger for a handle. Glue on hair, eyes, nose, mouth. The child can hold the puppet in front of his face as he moves and talks.



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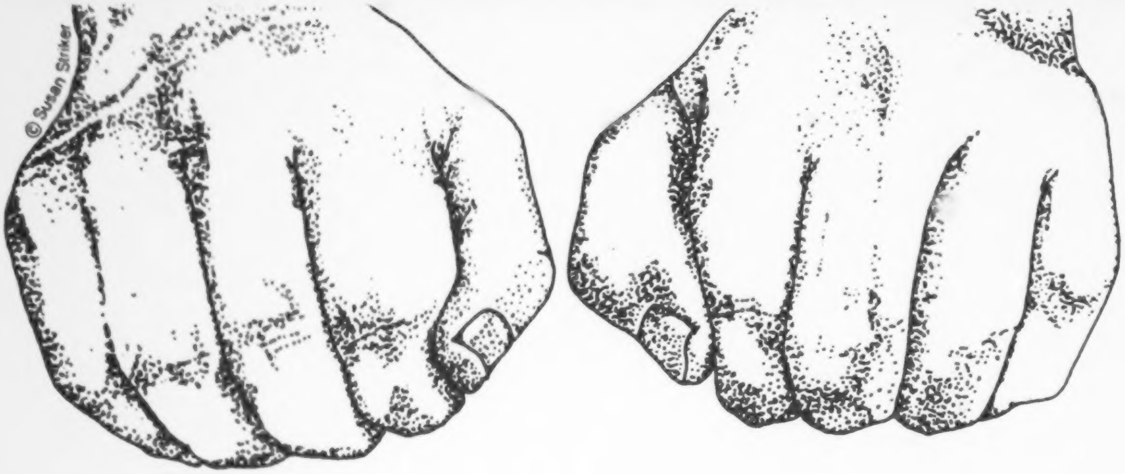
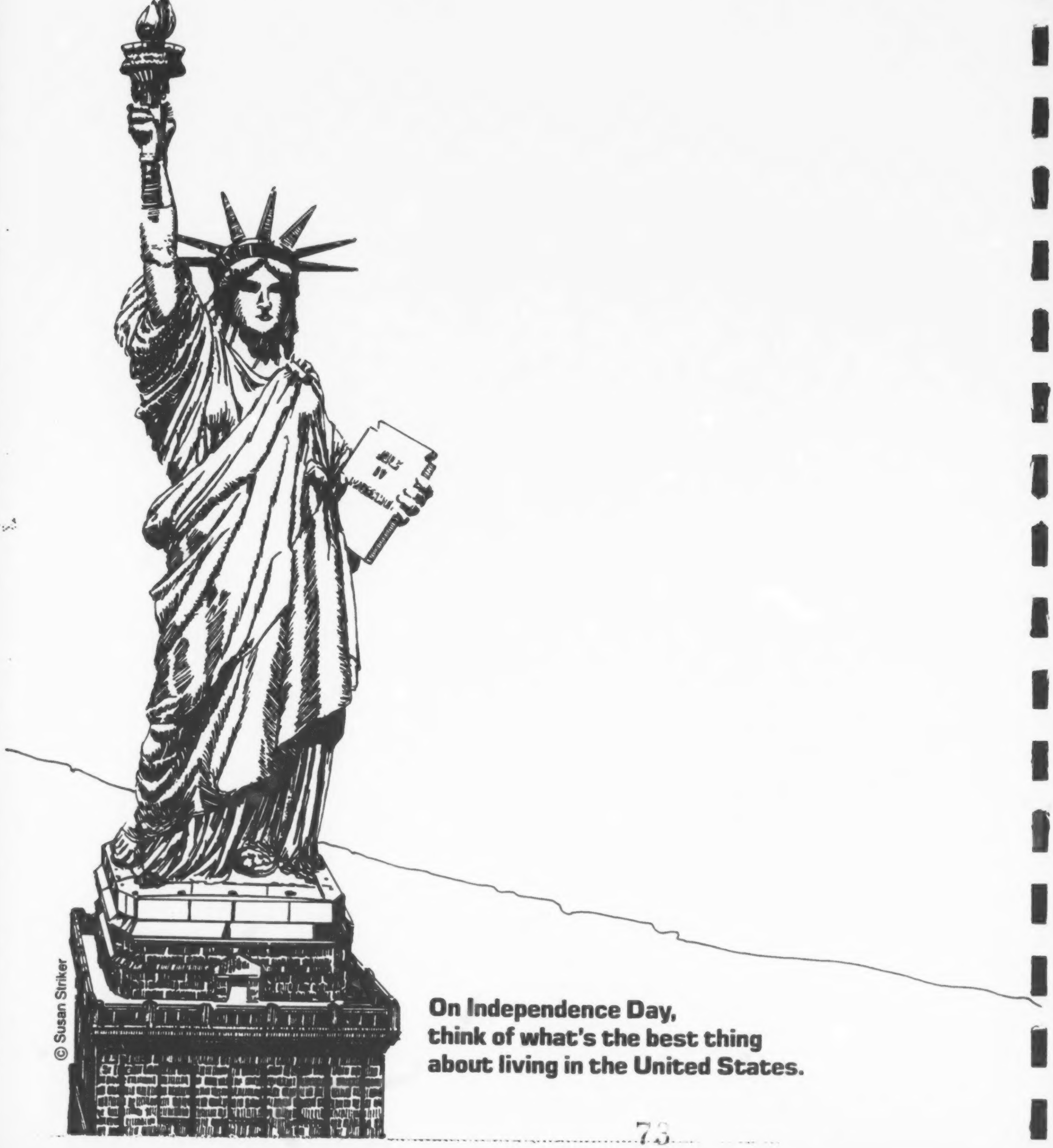


What surprise is hidden in the hands?



© Susan Striker

On Independence Day,
think of what's the best thing
about living in the United States.

Produce the fireworks to celebrate the Fourth of July.

GAME 8 LOOKING AS WE GO

A game to play while taking a walk, riding on a bus, in a car, or on a train.

YOU NEED:
2 or more players

YOU DO:

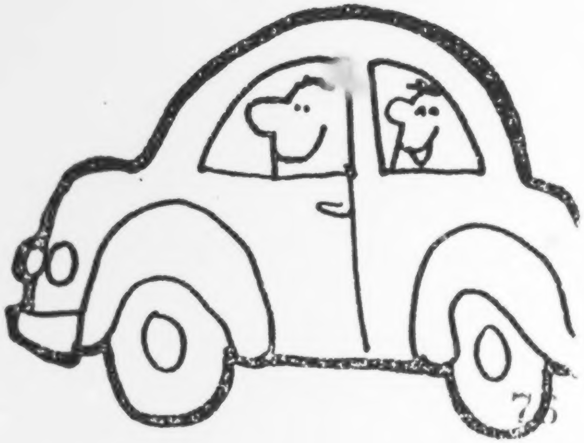
1. Decide on 3 objects that you might look for on your trip (for example, a flag, a mailbox, and a spotted dog). The first person to find all 3 objects gets to choose the next 3 objects. (Some suggestions: Can you find a clock, a green truck, and a man wearing glasses? Now look for a policeman, a woman wearing a scarf, and a stop sign. What about a taxi, a red bicycle, and a striped cat?)

   If 2 of you are walking or riding in the car, each could look on opposite sides of the street.

   If very young children are playing, they could look for only 1 object at a time.

2. Discuss different settings of different areas you drive through. (example: cities, countryside, etc.).

3. Play the Alphabet Game. Go through the letters of the alphabet in order by finding one letter at a time on signs, car license, billboards, etc. The person reaching "z" first wins.



GAME 7 A TRIP TO THE GROCERY STORE

Take your child on your next trip for groceries.
Visit the fresh fruit and vegetable section. Ask your child the following questions:

How many different colors can you find?

red	apples, beets, strawberries
yellow	lemons, pears, bananas
orange	oranges, tangerines, carrots
green	limes, lettuce
white	onions, cauliflower
purple	grapes, cabbage

What sizes and shapes are the fruits and vegetables?

What is little and round?	an orange, a lime
What is big and round?	a grapefruit, a cabbage
What is long and thin?	a carrot, a celery stalk
What has an unusual shape?	a banana, a string bean, a pea pod

Can you classify?

By color
By size and shape
Fruits or vegetable

Good practice is to have children put grocery purchases in categories when you get home.

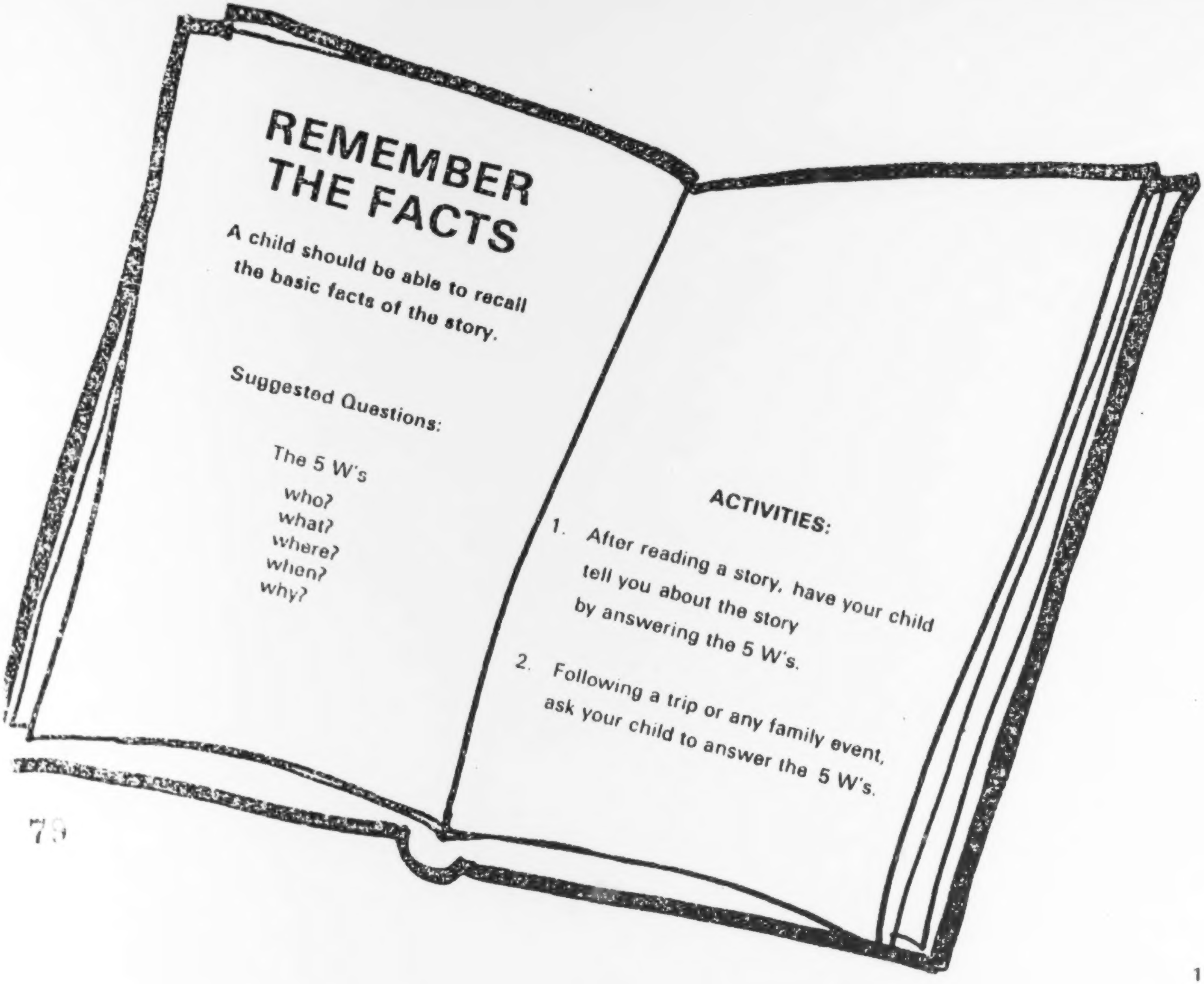
Paper products
Meats
Fruits
Vegetables
Dairy products
Cleaning products

Have you noticed?

Some fruits and vegetables are fresh.
Some are frozen
Some are in cans.

How does it feel?

Which feel hard when you touch them?	potatoes, onions
Which feel soft?	grapes, berries
Which is hard outside but soft inside?	a watermelon,



REMEMBER THE FACTS

A child should be able to recall the basic facts of the story.

Suggested Questions:

The 5 W's

who?
what?
where?
when?
why?

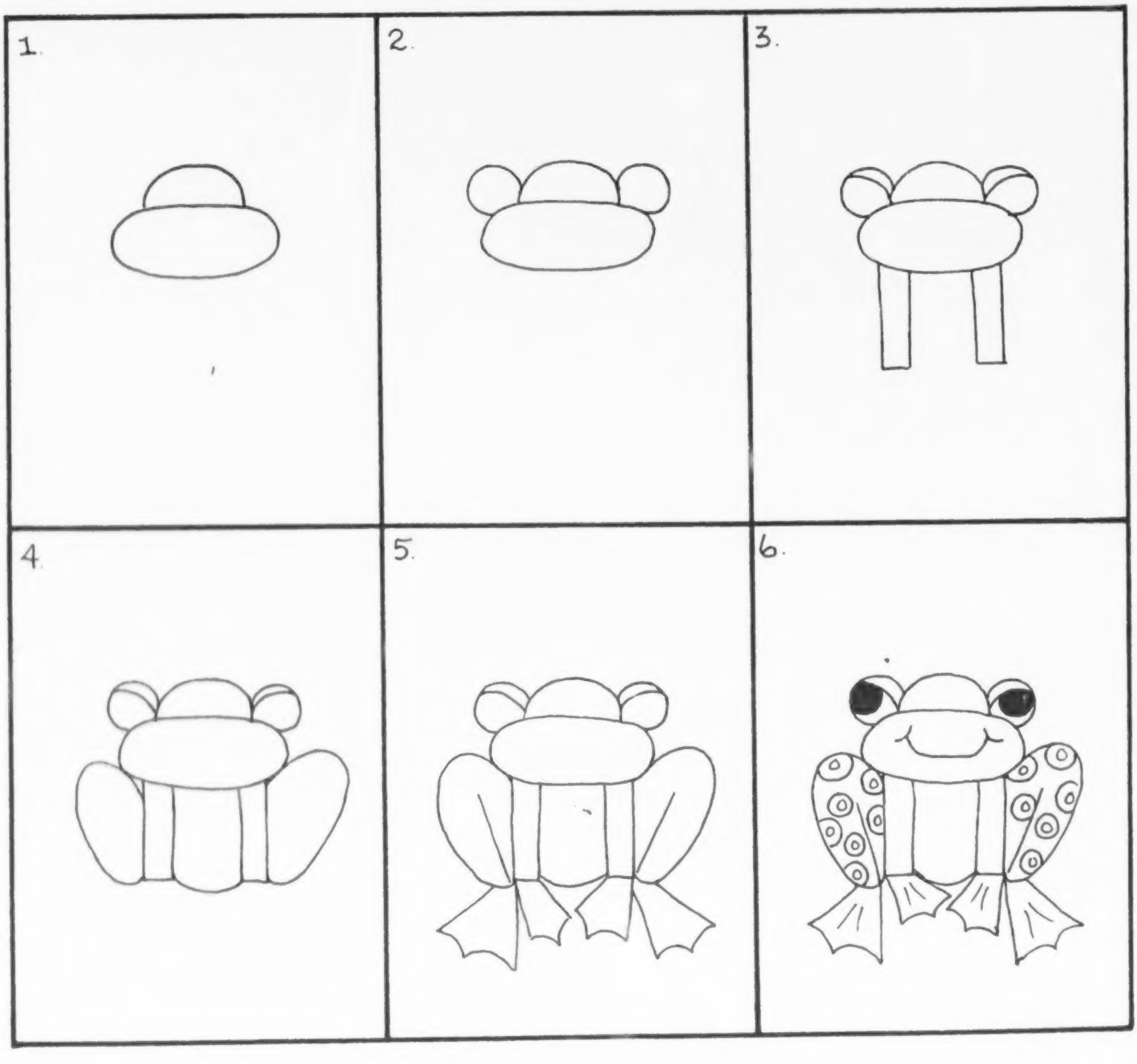
ACTIVITIES:

1. After reading a story, have your child tell you about the story by answering the 5 W's.
2. Following a trip or any family event, ask your child to answer the 5 W's.

NAME ______________________ DATE ________

Draw a Frog!

DIRECTIONS: Follow the step-by-step procedures to draw a frog just like the one on this page. If you like doing this, you may want to get the book called *Draw 50 Dinosaurs and Other Prehistoric Animals* by Lee Ames (Doubleday, 1977). This book has step-by-step drawings to show you how to draw fifty dinosaurs. There are other books such as *Draw 50 Boats, Ships, and Trucks and Trains* by the same author. Edward Emberely has written a book called *Ed Emberely's Drawing Book of Animals* (Little, Brown, 1970). If you get this book, you can find out how to draw ants, worms, caterpillars, birds, tigers, pigs, and many other animals. Look in the card catalog under *Art* for other drawing books.

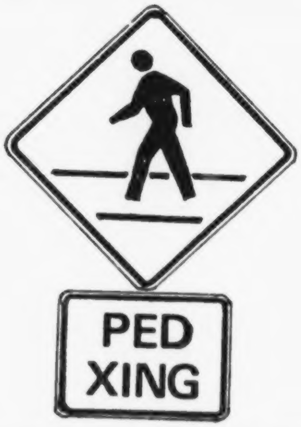


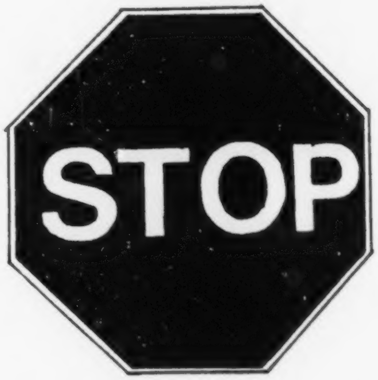
From *Read All About It!* © 1979 Goodyear Publishing Company, Inc., Harry W. Forgan, and Bonnie F. Striebel

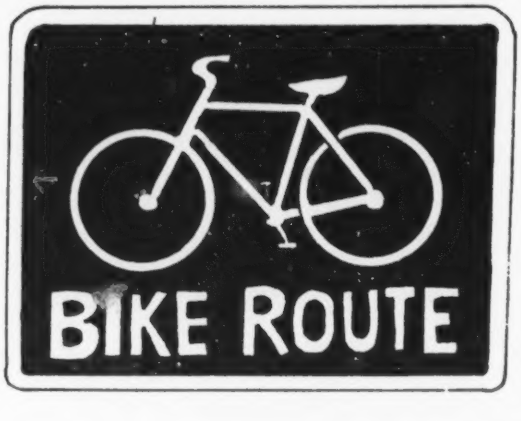
TABLE OF CONTENTS NAME ________ DATE ____

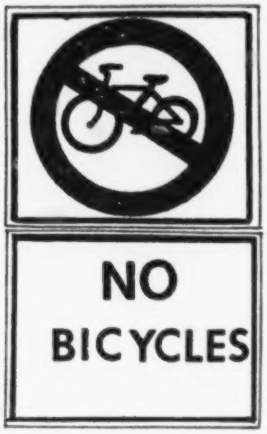
Reading Road Signs

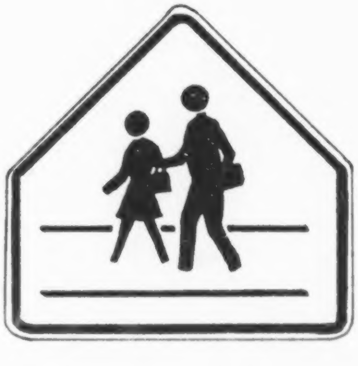
DIRECTIONS: As a bicycle rider, there are many different road signs you should be able to read. Here are two pages with eleven important signs. You can look around your neighborhood for other signs and make pictures of these. Make a miniature book of the signs by cutting them out and stapling them together. Number the pages and make a table of contents to show the different signs you have.

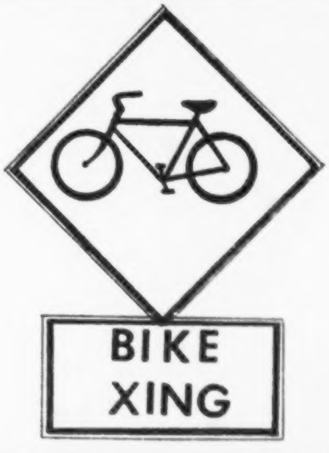












Name ____________________ Date ____________________

BECOME A PICTURE BOOK ILLUSTRATOR 3–4

Using crayons, felt-tip pens, or colored pencils, illustrate below a part of the story that did not have a picture to go with it. Plan carefully.

Story Title ____________________

Author/Illustrator ____________________

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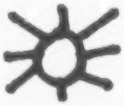
Name ______________________ Date ______________________

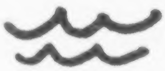
MAKE A PICTURE ALPHABET

1–2

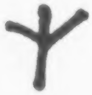
Before the alphabet was invented, way back in the days of cave men, drawings were used to help people write (or draw) stories. These are some familiar symbols:



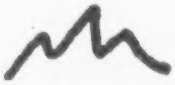
sun



water



tree



hill

Make your own pictures for these words. Then, draw a story using these symbols.

rain	wind	cloud
boy	girl	man
woman	love	peace
deer	hunt	eat

To make a story game, these can be cut up into little cards. Place them face down. Select three cards; then, make up a sentence or story using these three picture symbols.

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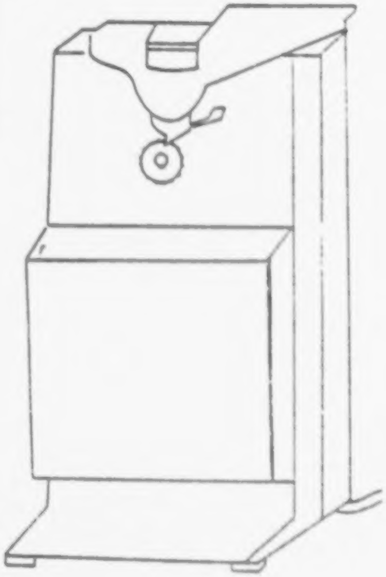
Ice Cream Sundae

small banana

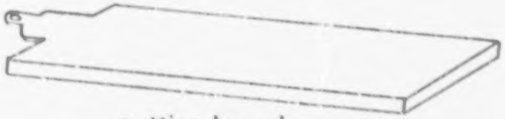
chocolate syrup

ice cream



can opener

tablespoon

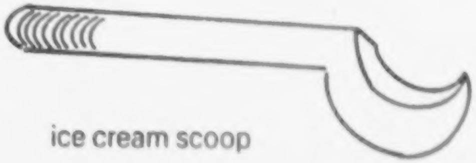


cutting board

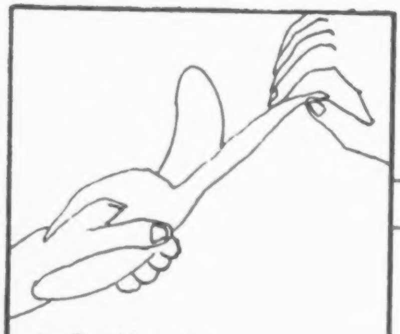
knife

whipped cream

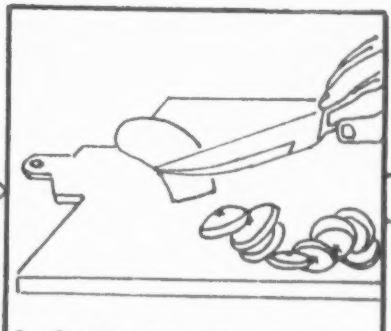
small bowl



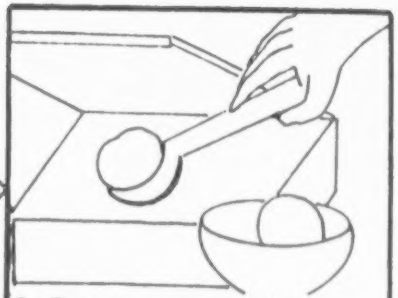
ice cream scoop



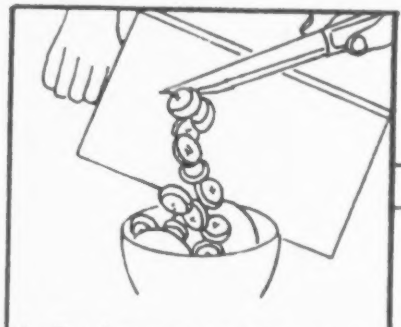
1. Peel banana.



2. Cut banana into pieces.

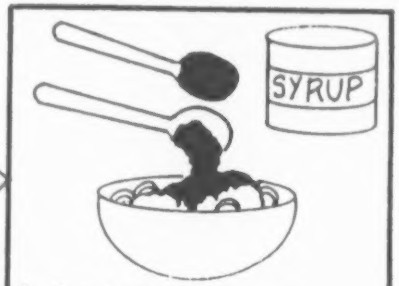


3. Put two scoops of ice cream into bowl.



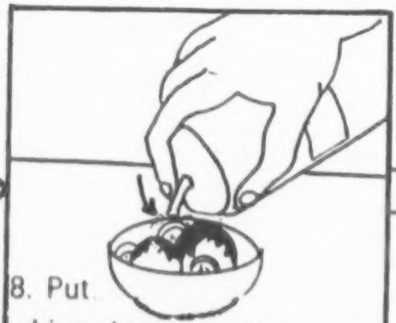
4. Put banana on ice cream.

5. Open chocolate syrup can.

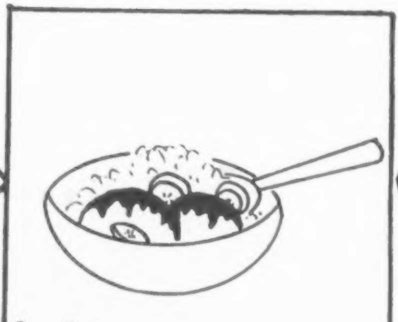


6. Put 2 tablespoons of syrup on ice cream.

7. Shake whipped cream.



8. Put whipped cream on ice cream.



9. Eat.

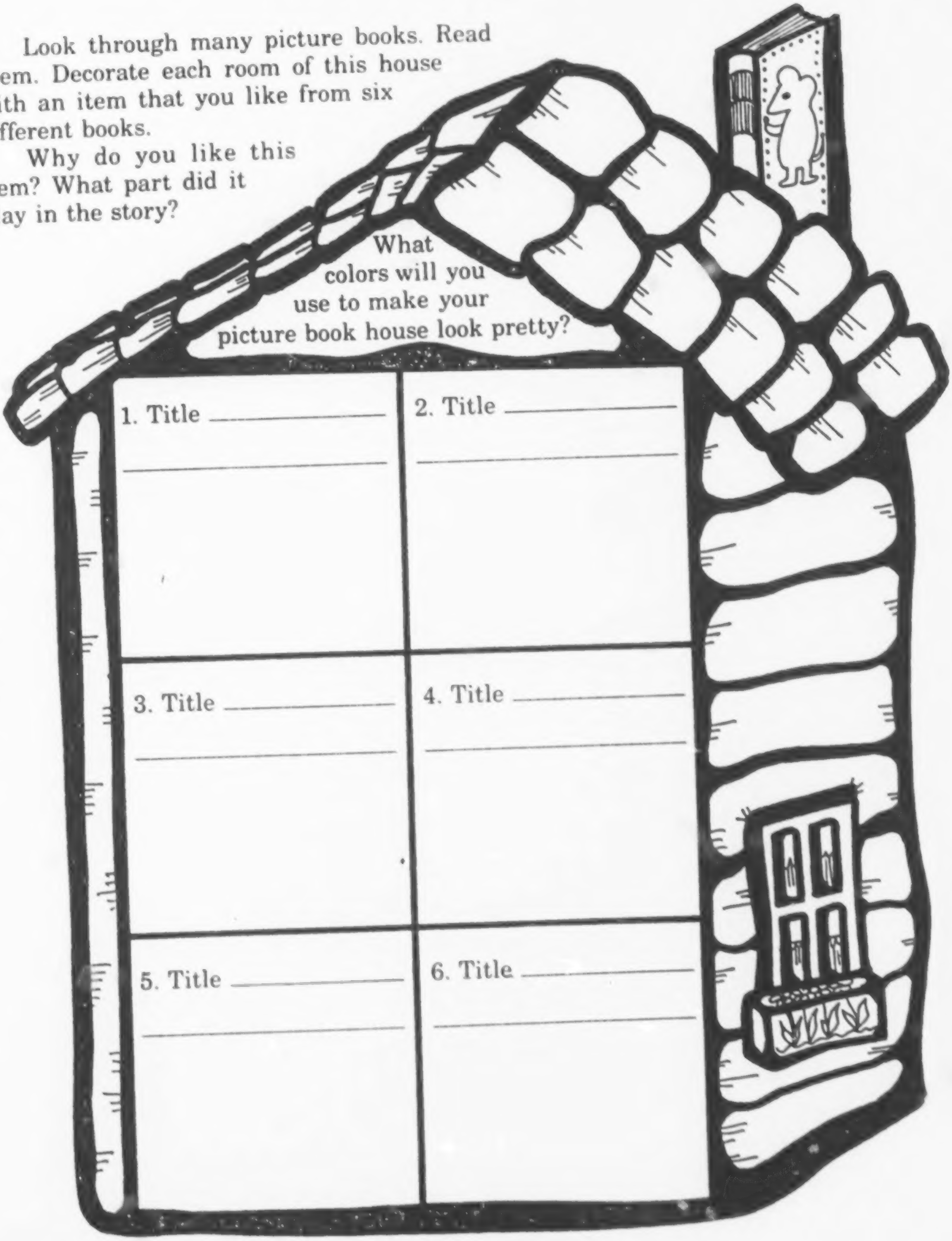
Name ________________________ Date ________________________

THE PICTURE BOOK HOUSE

3–11

Look through many picture books. Read them. Decorate each room of this house with an item that you like from six different books.

Why do you like this item? What part did it play in the story?



What colors will you use to make your picture book house look pretty?

1. Title ____________________

2. Title ____________________

3. Title ____________________

4. Title ____________________

5. Title ____________________

6. Title ____________________

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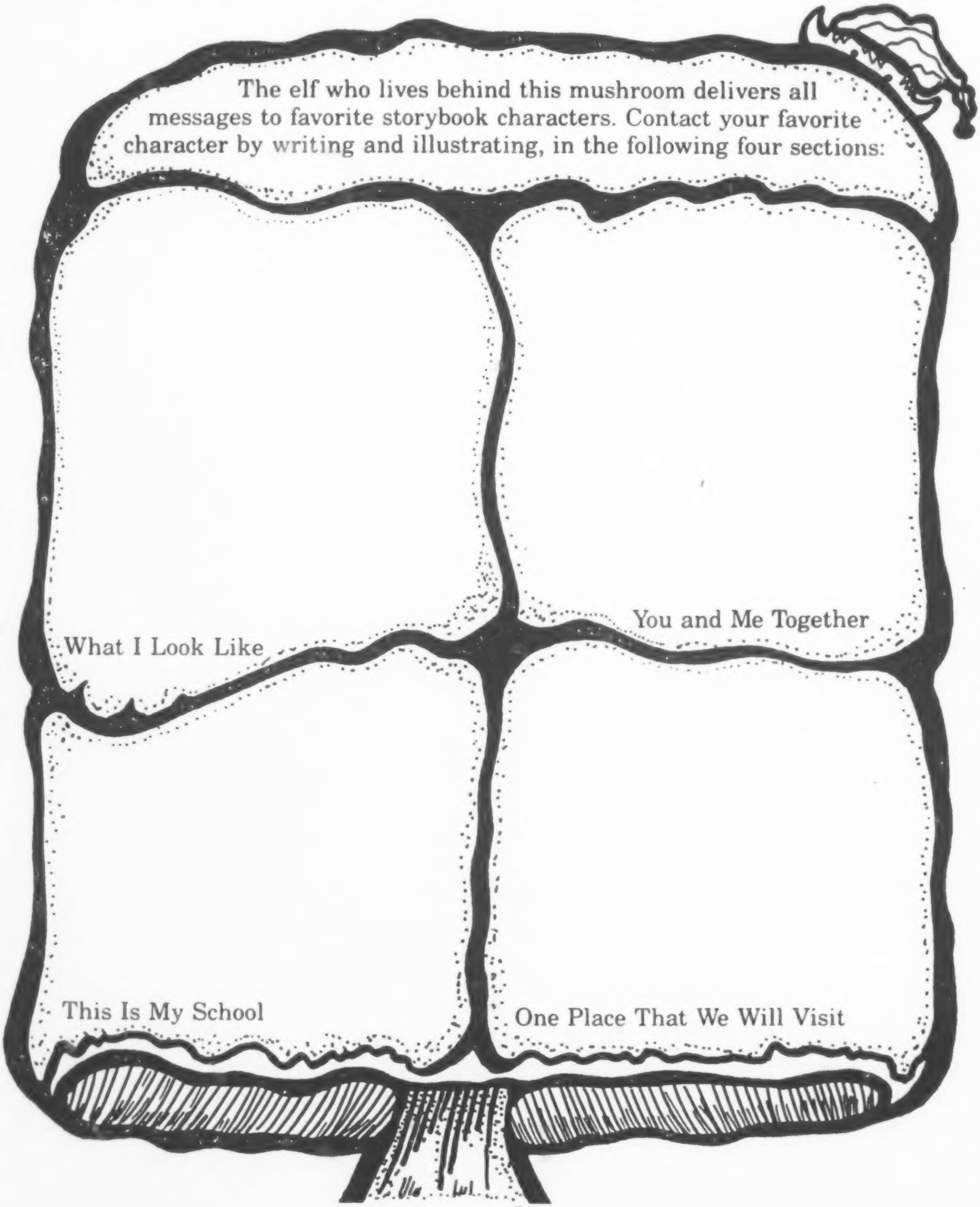
Name ______________________ Date ______________________

INVITE YOUR FAVORITE STORYBOOK CHARACTER TO VISIT YOU 3–7

NAME OF FAVORITE CHARACTER ______________________



The elf who lives behind this mushroom delivers all messages to favorite storybook characters. Contact your favorite character by writing and illustrating, in the following four sections:

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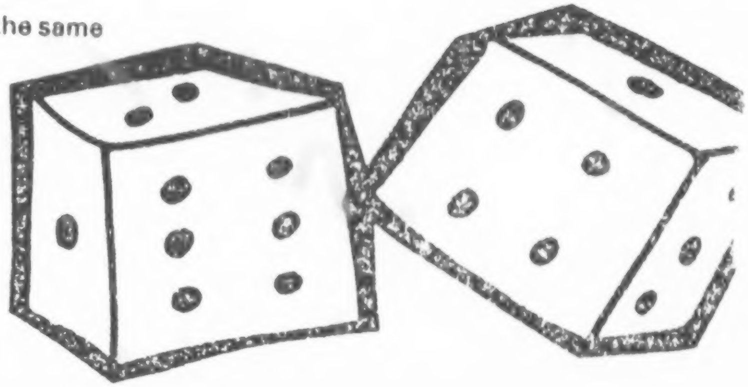
GAME BOARDS

Game boards can be used along with flashcards that have the words or phrases on them. The games can be played in a variety of ways. The materials needed are markers (buttons, bottle caps) and one die.

1. Your child could draw a card from a pile and read it. If read correctly, your child could throw a die and move the number of spaces shown. The first one reaching the end wins.

2. Your child could throw the die first. If the die shows "3" your child would draw three word cards. If the cards are read correctly, your child moves 3 spaces. Your child moves only the number of spaces of the number of word cards read correctly.

3. Use the gameboards except change the word cards, for example:
   - have child read and give opposite
   - have child read word and give another word that means the same
   - have child spell the plural



SIGHT WORDS

PRE-PRIMER

a
and
away
big
blue
can
come
down
find
for
funny
go
help
here
I
in
is
it
jump
little
look
make
me
my
not
one
play
red
run
said
see
the
three
to
two
up
we
where
yellow
you

PRIMER

all
am
are
at
ate
be
black
brown
but
came
did
do
eat
four
get
good
have
he
into
like
must
news
no
now
on
our
out
please
pretty
ran
ride
saw
say
she
so
soon
that
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ten
today
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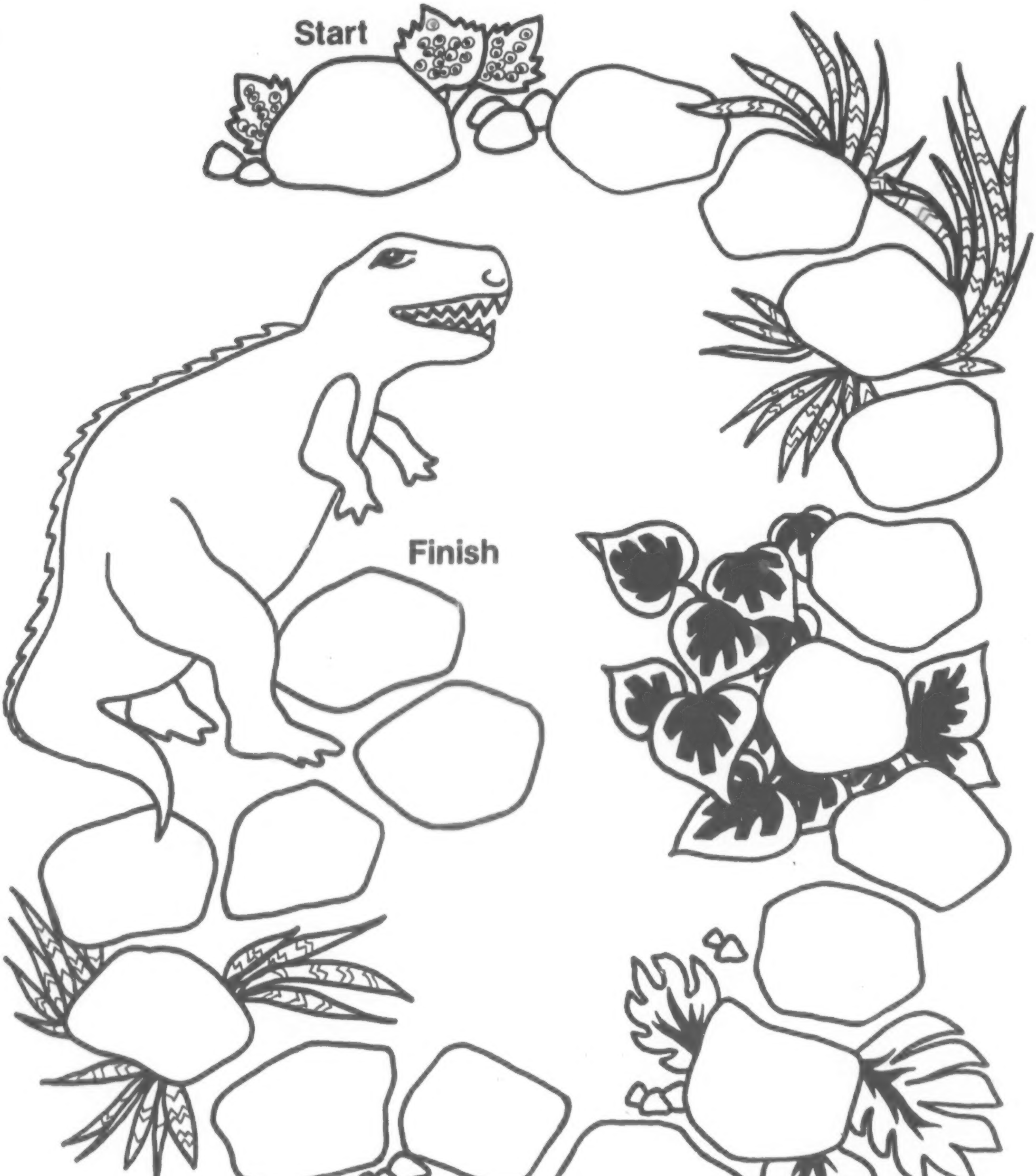
try
war

73 Dinosaur Hunt



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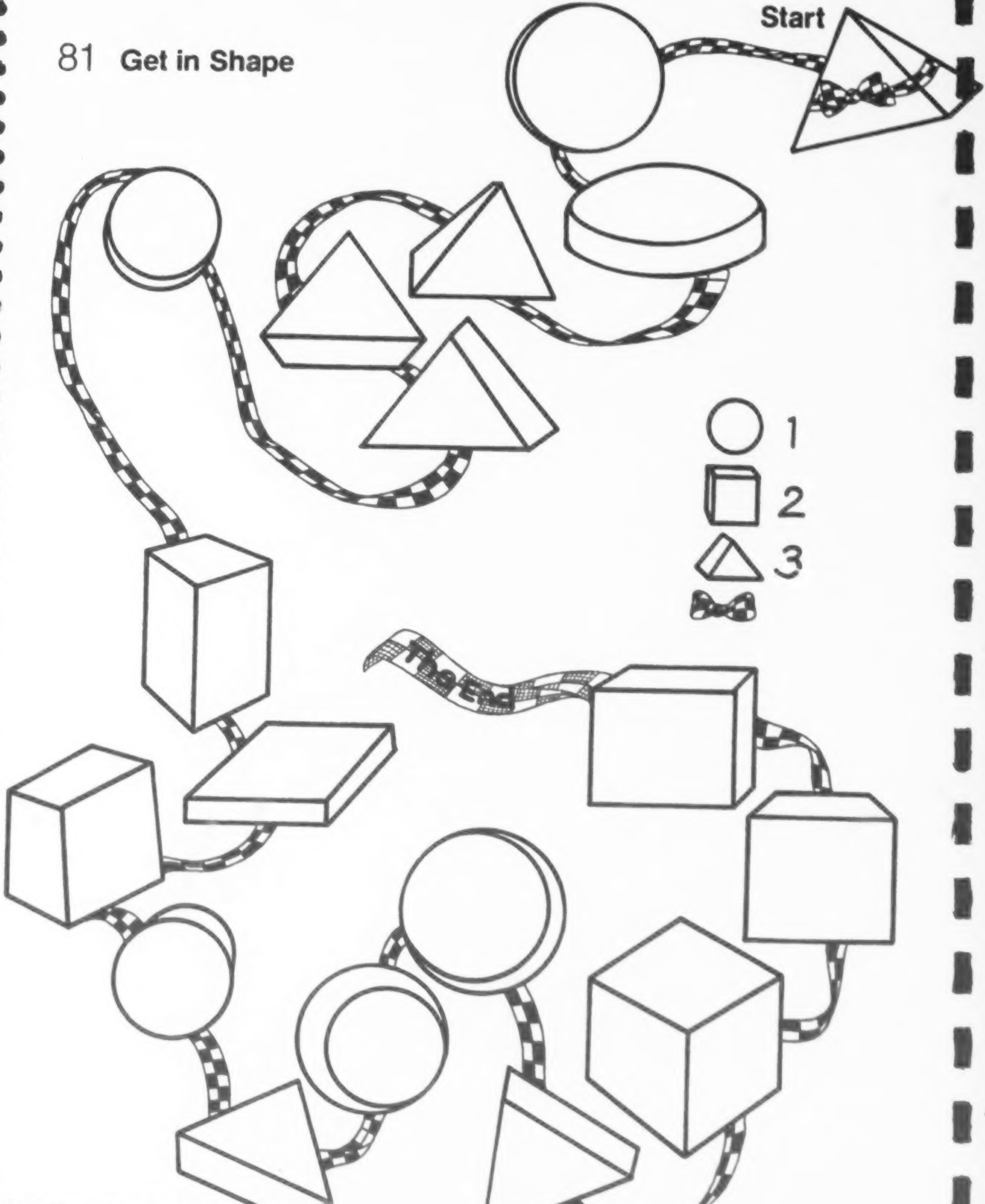
81 Get in Shape



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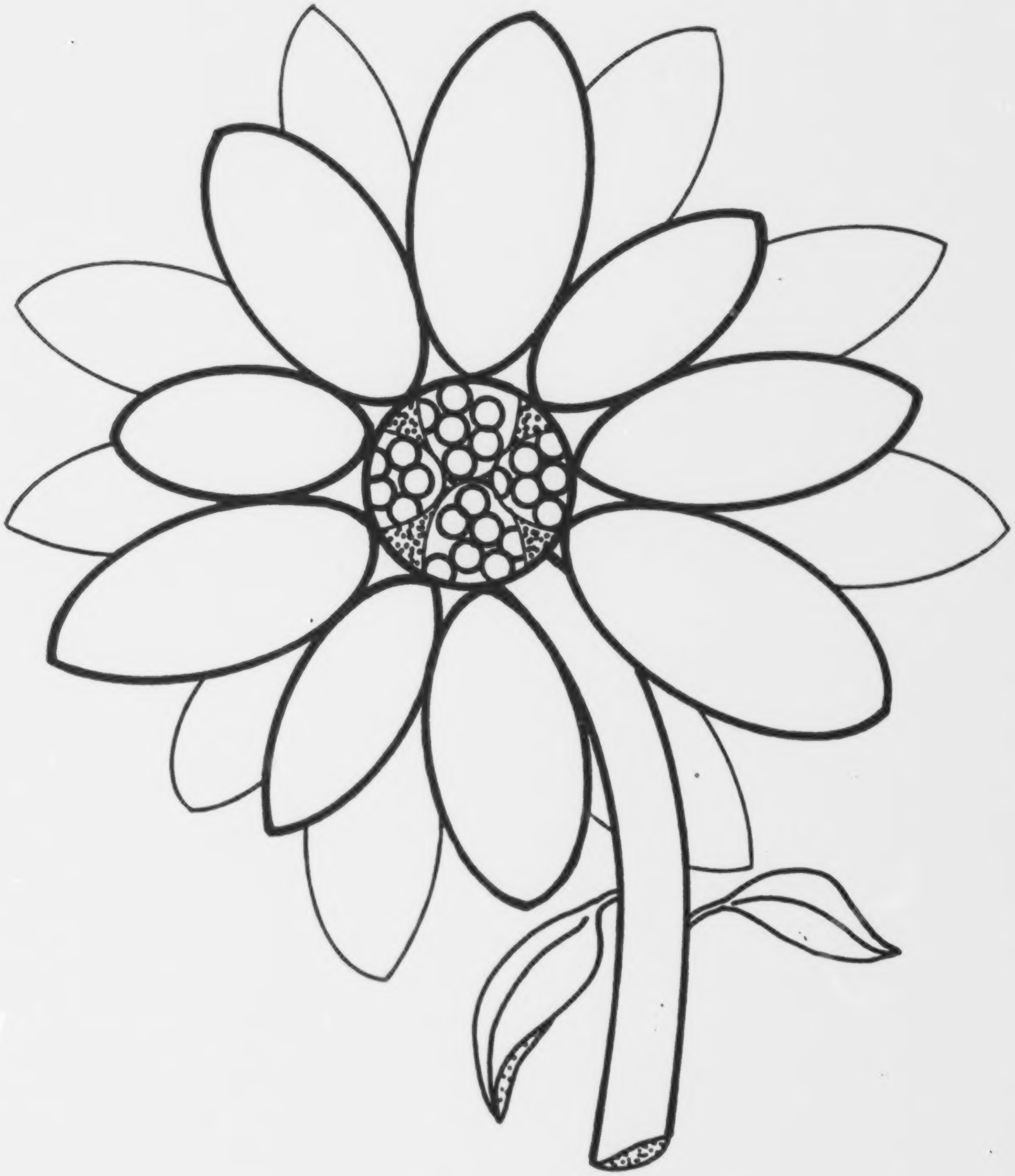
27 Flower Game



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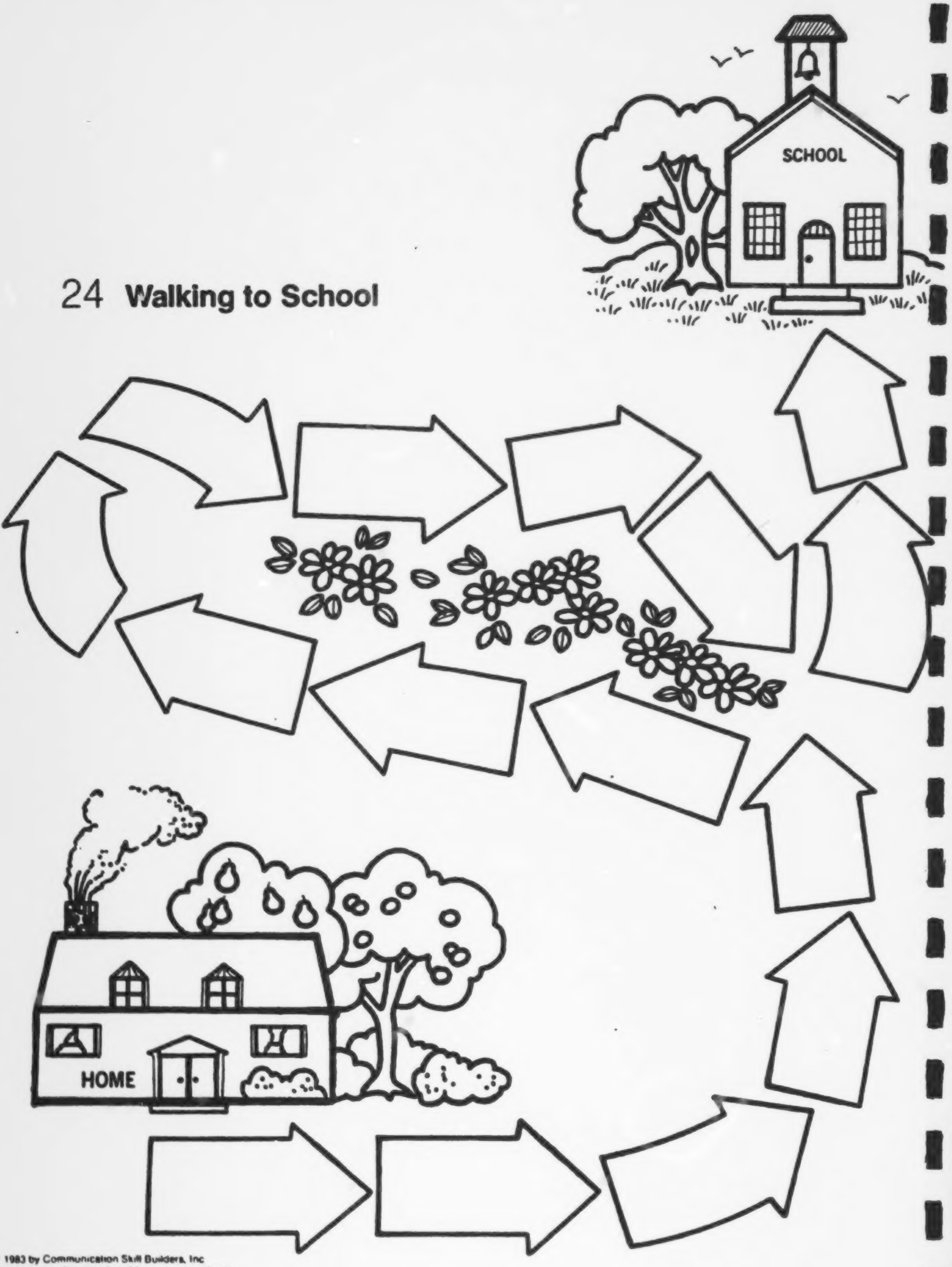
24 Walking to School



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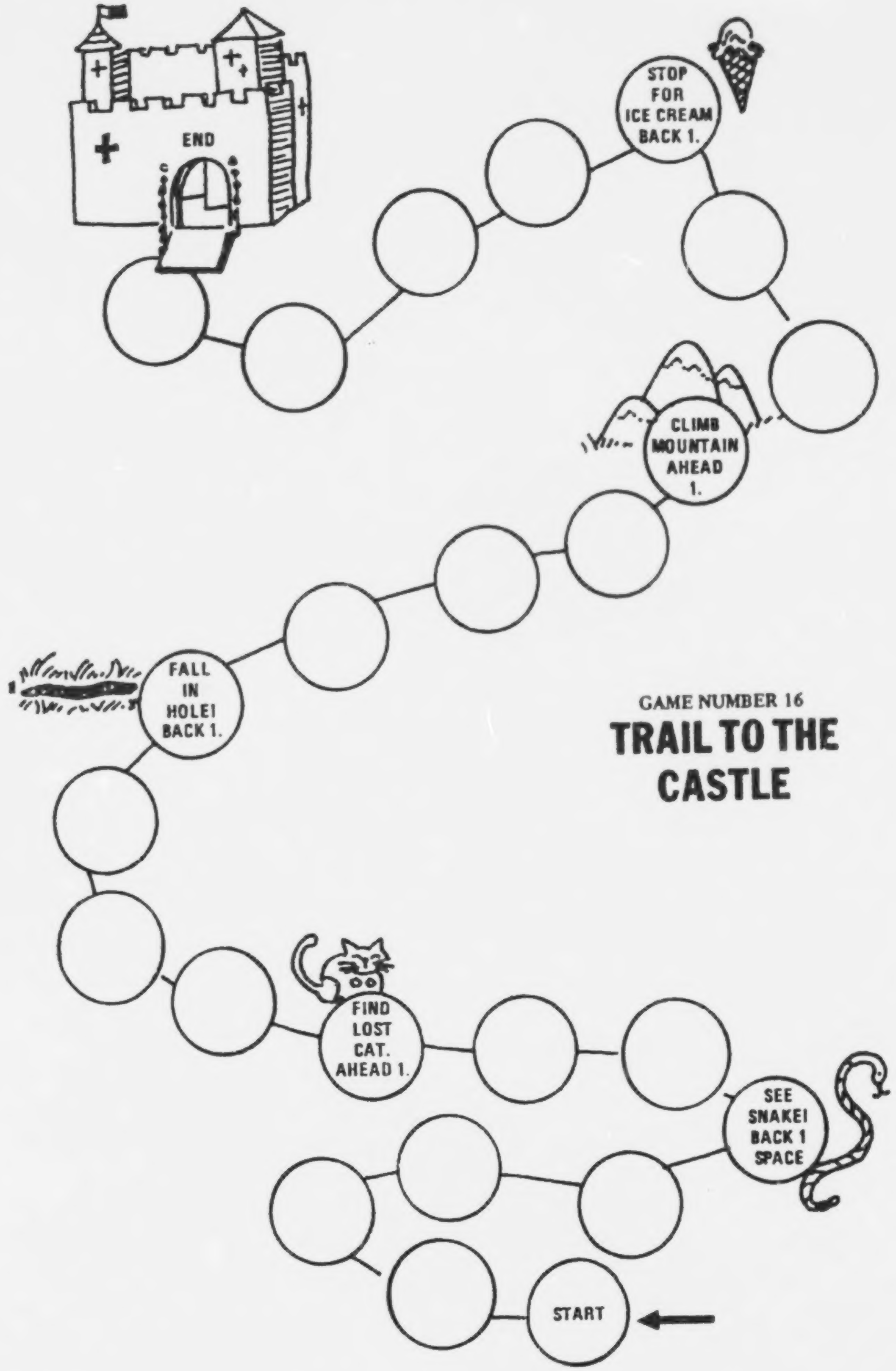
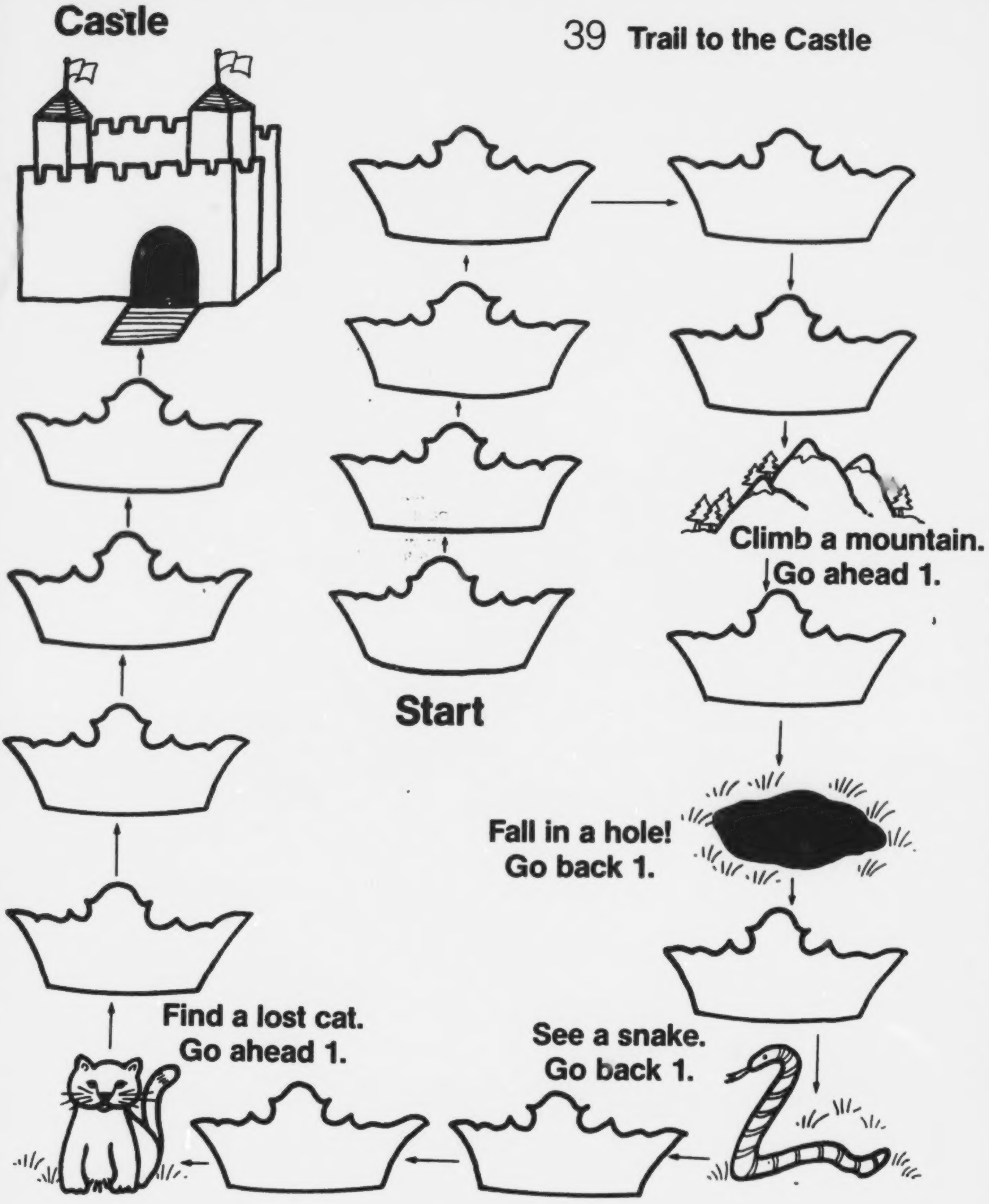
GAME NUMBER 16

TRAIL TO THE CASTLE


END
STOP FOR ICE CREAM BACK 1.
CLIMB MOUNTAIN AHEAD 1.
FALL IN HOLE! BACK 1.
FIND LOST CAT. AHEAD 1.
SEE SNAKE! BACK 1 SPACE
START

39 Trail to the Castle


Castle
Start
Climb a mountain.
Go ahead 1.
Fall in a hole!
Go back 1.
See a snake.
Go back 1.
Find a lost cat.
Go ahead 1.

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SECOND GRADE SUMMER SCHOOL

DON'T MISS IT!!

"DEVELOPING AUDITORY and PHONIC SKILLS"

A PARENT WORKSHOP

~ WAYS TO HELP YOUR CHILDREN ~

HOW MANY WORDS START WITH "RAIN"?
RAINING! RAINCOAT! RAINFALL!
DOOR PRIZES! HANDOUTS! DISPLAYS!
TAKE-HOME PROJECTS! DEMONSTRATIONS!

DATE: TUES., 6-30-92
TIME: 9:00-12:00 and 6:30-8:30 p.m.
PLACE: BEACH SCHOOL ROOM A6
CHILDCARE: RM A8

PARENT·CHILD SPECIALIST: LAURIE GORDON
280-6236

Parent Workshop #3:

Phonics and Auditory Skills

Before: Parents Sign In
Name tags
'Shake and Listen' boxes on tables

Warm Up:

-- How is SS going for your child?
-- Do you have ??s about the classroom?
-- Have you tried any of the ideas presented in these workshops?

Introduction

1. Listening is viewed as the first communication skill children develop. First they listen and then they speak, read and write. Discuss the importance of listening and memory skills in school.
--Brainstorm a list of how listening and memory skills are used at school. Children are working on:

- following directions
- comprehension of curicular material
- discrimination of sounds

- paying attention
- coping with difficulties independently
- memorizing and recalling information
- estimating and predicting probable results and outcomes
- organizing information
- detecting relationships and classifying objects
- identifying main ideas and supporting details
- inferring information not explicitly presented
- relating new ideas to personal life experiences

**Discuss concept of listening skills as different from hearing, development of discriminative listening and how hearing loss impacts

As children approach the end of third grade, listening has become their major method of gathering new information. Sometimes no matter how hard you try, the message you send is not the one your children receive, and vice versa. Various distortions occur during the listening-speaking phases of communication. These distortions, which can alter what your children hear, can happen for the following reasons:

Attitude Cutoff: Children may have a strong, negative reaction every time they hear a certain word, for instance "test". This strong reaction may prevent them from hearing the rest of this message: "The test of any person is in what s/he does." (meaning is lost, new vocabulary <).

Motive Attribution: Children may think, "Adults just like to talk; they don't really expect me to listen the first time because they are going to repeat the directions 10 times anyway." ***Draw parallels from personal experience. Discuss other strategies (i.e. repeat and go).

Organizational Mix-Up: Children may have trouble putting together someone else's message: "Did he say turn left, then right, then right, or..." ***Discuss own strategies for listening and memory with a list of directions.

Self-Preoccupation: Children may be so busy forming a reply that they never hear the message.

Listening is an active process. We should help children learn to:

- focus at once on the speakers face and opening words
- ask themselves questions about what the speaker is saying
- estimate at the end what s/he has learned
- most importantly, listen FOR rather than TO- listen for a purpose (new words, emotion, meaning, a number, etc.) not just a person.

2. There are 3 main factors in listening. The listener (whom we have already talked about and will discuss further as the child), the speaker and the situation. There is a crucial importance in adults listening to the children. We must commit to being active, involved listeners ourselves if that is what we expect from our children. Adults listening to children:

- encourages the communication attempts of children
- builds their self concepts
- provides a good model for the child. We must be mindful of the example we set in listening. We may not be the best listening audience for children if our knowing, automatic answers deter them from really explaining anything.

Reflective Listening

Listening to our children requires letting them know we recognize the feelings behing what they are saying and not saying. When children are upset, frustrated, they tend to lose perspective. By listening reflectively we can help a child think through an upsetting problem. We can reflect and clarify the child's feelings to help lay a foundation for the child to resolve the problem. Here is an example of reflective listening:

Child- The teacher is so unfair! I never do well in reading class!

Parent: You're feeling angry and disappointed and you've given up.

Thus, reflective listening involves grasping what the child feels and means, and then stating the meaning so the child feels understood and accepted. R.L. provides a sort of mirror for the child to see himself or herself more clearly. It gives the child 'feedback'. It is the natural precursor to helping a child work through the problem solving format we discussed in earlier sessions (REVIEW PROBLEM SOLVING HERE).

Remember also that communication is always non-verbal as well as verbal. Behavior expresses meaning sometimes more clearly than words. Effective listening involves establishing eye contact and posture which clearly indicate you are listening.

HOME ACTIVITIES

A. Short-term memory

1. Play "I'm going on a trip..." The first person names something he will take in his suitcase. Each person must name the objects previously named and add one to the list. Give clues if needed to help children remember.

2. Use noisemakers (beanbag, whistle, bell, tambourine, music box, rock box, rattle, toy instruments, kazoo and other homemade instruments). Have the child close his/her eyes. Play two different noisemakers in succession. Child opens eyes and tries to repeat the sequence. Progress to more as ready.

3. Play the "Alphabet Game". One person names something that starts with A. The next person says that word and adds something that starts with B. The next person adds a C word and so on. Categories can be used such as food, animals, names. This game can be combined with #1 above (read A My Name Is Alice by Steven Kellogg).

B. Long term Memory:

1. Play "Do You Remember?" (dinner time game). Ask the children to recall details about a family trip or event in the past. Give hints if they have forgotten.

"Do you remember our trip to Seattle? Where did we stay the first night?"

"What animals did we see?" "What did we eat at the restaurant?"

2. Sing children's songs and repeat poems and nursery rhymes with

your children. Children also like to repeat TV commercials. Play a game at the grocery store as you look for products:
"Can you tell me a soap commercial?"
"Can you sing a cereal commercial?"

3. Recite jump rope rhymes. Retell riddles and fairy tales to children.

C. Memory Strategies

1. mnemonic:

2. categorizing: i.e. lists

3. associating: ie. the name game

4. acronyms: George Edwards Old Goat R Ate P Homework Yesterday

5. overlearning: multiple repetitions,

6. others:

D. Following Directions

1. Play "Simon Says" with your child. Increase length and language complexity with ability ("Simon Says: Tap your ear lobe then sway your arms").

2. Start by giving your child 2 dierctions to remember. If s/he succeeds, praise liberally then give three, four and so on. This can become a real challenge for kids! Do these as you go about your daily activities.

"Put the butter in the refrigerator and bring me a fork."
"Take your toothbrush back to the bathroom, put your stool away and bring me some soap, please."

E. Discrimination of Sounds

**A most important skill related to reading and spelling

1. Child closes his/her eyes. Play several noisemakers. Let him/her identify the ones you played. Play 2 together when s/he can do the first task.

2. Make and use sound boxes. Have the child select two boxes that sound alike and/or match a box to a label (i.e. rice). Have your child make these for you.

3. Use a tape recorder to tape sounds around the house (alarm clock, car horn, engine, toilet flushing, water running, person coughing, snoring, door slamming, doorbell, vacuum cleaner, washing machine). Listen to the tape and try to identify sounds.

4. As your child practices letter sounds, put several small

objects on the table and say "Find one that starts with s-s-s" or "Find one that ends with m-m-m". You can use objects at the dinner table such as cup, plate, bread, spoon, salt, etc.

5. Send your child on a 'Sound Scaverger Hunt'. Make a list of specific items to be found for each sound or simply list: "Find three things that end with t-t-t ". Have a reward at the end of the hunt. Variation: Use the same idea to make up a 'Treasure Hunt'.

F. Beginning Sounds and Sound-Symbol Relationships

Many of these activities may seem similar to things your child has done at school in earlier grades. They are all excellent review, opportunities to master information/skills and practice generalizing knowledge to new settings and contexts.

1. Make a large cardboard letter with your child (don't forget about vowels). Attach some objects beginning with that letter. For instance, make a T with toothpicks. Hang the letters in your child's room, the kitchen etc.

2. Make a letter out of a distinctive material glued to a cardboard back. i.e. T from pieces of tissue or teabags.
P from pipecleaners or popcorn.
Talk about the letter and its various positions in words (beginning-middle-end).

3. Cut letters out of cloth or wall paper samples. They can be stuffed with cotton or crumbled paper if you like. When you have several, try to spell little words with them. Start with a, b, c, d, e, m, o, p, s, and t.

4. Make a blank book. Paste in pictures of things that start with your letter. Print labels under the pictures. You might even cut the booklet into the shape of the letter.

5. Have a treasure hunt around the house with your child. Find objects that begin with your letter. Keep these in a tin can or strawbwerry basket with the letter attached to it. Take advantage of your child's interest in collections if s/he has one.

b	balloon, battery, button, bead, bird
f	flower, fish, fork, feather, fur, fan

(some objects can be made from paper)

When your child is ready, use objects that begin with these combinations (confusing because the sounds are different fron the first consonant in each pair): ch, sh, th, wh.

6. After your child has learned several letter sounds, mix up objects sets and have hin/her separate into proper containers by letter sounds. Encourage carefully saying the names to hear the sounds.

7. As you are cooking dinner play "I Spy". Find all the things in the refrigerator, kitchen that start with your letter (butter, buns, baby, broccoli, bread, bowl, etc.). Give clues as needed. Make a list if you have time (or have your child do it.)

8. Make up tongue twisters with words starting with your letter. "Bob Burns baked big brownies."

9. Look at all kinds of ABC books and children's dictionaries to find words that begin with the same sounds. Some good ones are:

Find Your ABC's by Richard Scary
Hilary Knight's ABC (Golden Press, 1961)
My Funny Animal Alphabet (Troll Associates, 1972)
Richard Scarry's Storybook Dictionary (Golden Press, 1966)
Cat in the Hat Beginner Book Dictionary by P.D. Eastman

10. Play games with names. For instance, use animals (Annie Anteater, Sammy Seal). Use actions (Billy bites, Sandy sits, Jeanie jumps, Darryl digs). See how many the family can think of.

11. Act out words that begin with a certain letter. Other family members guess the words. Remind them the words start with your sound.

s-s-s: swim, sing, stare, sit, stoop, save

12. Play with letters and food.
a. Draw letters in Jello before you add the liquid.
b. Make letter doughnuts out of canned biscuits. Shape each piece of biscuit dough into a letter. It's fun for children to make and eat the letters. (You can also make these letters ahead and freeze them.)
c. Make cookies in letter shapes or decorate them with frosting letters.
d. Find letters in alphaber macaroni. Say the souds as you find them. Try to make little words.

13. Make letters out of salt dough or clay.

14. In a dark room, let your child shine a flashlight on different objects, name them and tell what letters they start with--great at bedtime.

G. Sound Blending

1. Play with blocks with letters on them. Arrange them in order to make 3 letter words. Say the sounds as you place them: "b-a-t, bat" Use magnetic letters on a refrigerator door.

2. Say words but separate the sounds. Let your child guess the words (For instance, parts of the body: n-o-se, l-e-g, b-a-ck). Always tell the category, such as animals, furniture, clothes, etc. Make it fun!

3. Play Boggle, Scrabble, Spill and Spell. You don't have to play for a long time. Children learn from you that letters, sounds, words, reading and spelling can be fun.

H. Rhyming

Through rhyming children learn sound patterns, likenesses in words, word families and discrimination of sounds.

1. Find pairs of rhyming objects. Keep them in a box for your child to separate into sets. Use old toys and other small objects around the house:

tire-wire
block-sock
spoon-balloon
fish-dish
fan-man
shell-bell
chair-bear
key-tree
car-star
fork-cork
bag-flag
ring-string

2. Read books with rhyming patterns such as The Cat in the Hat by Dr. Seuss or Put Me in the Zoo by Robert Lopshire. Leave out the rhyming word at the end of the sentence and have your child guess it.

"I can put them on a cat
And I can put them on a _______(hat).
I can put them on the zoo!
And I can put my spots on _____."(you)

(From Put Me in the Zoo)

3. Make a rhyming/word family book. Select a picture from a magazine. List others that rhyme with it and paste them in a booklet. Draw pictures too. This book can be used as a 'reference tool' by your child.

rug-bug-hug-tug-slug
book-cook-look-hook

4. Make up rhyming tongue twisters with list of tongue twisters.

The fat cat sat on the bat.
Kit had a fit and hit his mitt.

5. At dinner time make up rhyming couplets with names. Use famous and family names.

Buffalo Bill--swallowed a pill.
Batman--sat on a fan.

Parent Workshop #3:

Phonics and Auditory Skills

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"I can put them on a cat
And I can put them on a _______(hat).
I can put them on the zoo!
And I can put my spots on _____."(you)

(From Put Me in the Zoo)

3. Make a rhyming/word family book. Select a picture from a magazine. List others that rhyme with it and paste them in a booklet. Draw pictures too. This book can be used as a 'reference tool' by your child.

rug-bug-hug-tug-slug
book-cook-look-hook

4. Make up rhyming tongue twisters with list of tongue twisters.

The fat cat sat on the bat.
Kit had a fit and hit his mitt.

5. At dinner time make up rhyming couplets with names. Use famous and family names.

Buffalo Bill--swallowed a pill.
Batman--[redacted]

Effective Listening

Closed Response	Denies children a right to their feelings by demonstrating listener's unwillingness to accept and understand.
Open Response	Acknowledges children's right to their feelings by demonstrating that the listener accepts what they feel as well as what they say. Indicates that the listener understands.

Child's Remark:	**Closed Response:**	**Open Response:**
I'm never going to play with her again!	Why don't you forget it; she probably didn't mean it.	You're really angry with her.
I can't do it!	Now, don't talk like that! You just got started!	It seems very difficult to you.
I wish I could go along. He always gets to go everywhere.	We've discussed this before — so, stop fussing.	It seems unfair to you.
Look at my new model!	That's nice . . . now will you please go . . .	You're pleased with your work on it.
I don't want to go to school today. Billy is mean!	Everyone has to go to school. It's the law.	You're afraid Billy will pick on you.
You're the meanest mother in the whole world!	Don't you *ever* talk to me that way!	You're very angry with me.

For each remark, give an example of a CLOSED response and an OPEN response.

1. I don't *like* vegetables, and I'm *not* going to eat them. ____________________
2. Our teacher is crabby. ____________________
3. I don't want to go to bed! It's too early. ____________________
4. I'm not going to wear my raincoat. Nobody in my class wears a stupid old raincoat. ____________________

POINTS TO REMEMBER

Communication: Listening

1. Communication begins by listening and indicating you hear the child's feelings and meanings.

2. Effective listening involves establishing eye contact and posture which clearly indicate you are listening.

3. Avoid nagging, criticizing, threatening, lecturing, probing, and ridiculing.

4. Treat your children the way you treat your best friend.

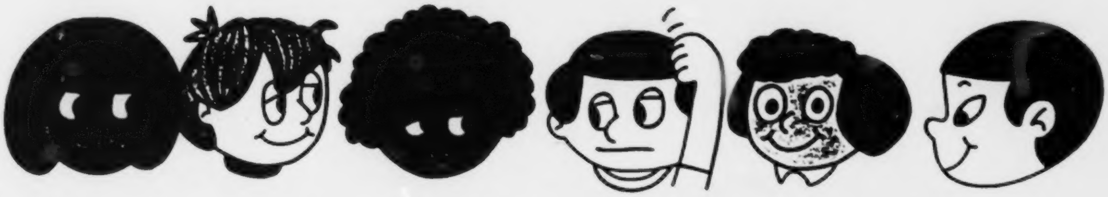
5. Mutual respect involves accepting the child's feelings.

6. Reflective listening involves hearing the child's feelings and meanings and stating this so the child feels understood.
It provides a mirror for the child to see himself or herself more clearly.

7. Learn to give open responses that accurately state what the other person feels and means.

8. Avoid closed responses which ignore the child's feelings, relaying that we have not heard or understood.

9. Let the child learn. Resist the impulse to impose your solutions.



HANDOUT I

Materials and Objects to Teach Sounds

MATERIALS FOR LARGE LETTERS

A	animals (plastic)
B	beads, buttons, balloons
C	candy, candles (small, birthday type), corks
D	dimes, dirt, dice
E	eggshells
F	feathers, fur
G	gum (sticks), glitter
H	heart stickers, houses (like from *Monopoly* set)
I	ink
J	jacks, jelly beans
K	keys
L	leaves, lace
M	marbles, matches
N	nails, nuts
O	oatmeal
P	popcorn, pencils, pennies
R	rice, rocks, ribbon, raisins
S	salt, seeds, soap
T	toothpicks, tissue, tape
U	umbrellas (paper party favors)
V	valentine stickers
W	wire
X	X-ray (ask your dentist for old ones)
Y	yarn
Z	zippers, zeros

OBJECTS FOR BEGINNING CONSONANT SETS

B	bead, button, balloon, baby, boot, bird, bug, ball, battery, Band-Aid, bowl, box, boy
C	comb, curler, car, candy, card, candle, cat, cup, cork
D	doll, dog, dice, dime, dish, duck, dinosaur
F	fish, fork, feather, fan, fur, file, football
G	gum, gun, girl, gift
H	hat, heart, horse, handkerchief, head, house
J	jet, jar, jack, jelly bean, jewel, jacket
K	kitten, kite, key, king
L	lady, lipstick, lace, letter, lollipop, leaf, lid, lock
M	man, marble, mouse, map, mirror, magnet, matchbook
N	nail, nickel, napkin, necklace, nut, newspaper
P	pig, pencil, pen, penny, purse, pillow, pan, puppet, pipe
R	rock, rabbit, ribbon, rocket, rubber band, ruler, ring, rope, raisins
S	salt, soap, Santa, sign, sunglasses, sucker, sock, seeds
T	ticket, tire, tube, toothpick, table, tape, tiger, toothbrush
V	valentine, vase, vitamin bottle, van, vine
W	watch, wire, wagon, woman, witch, water, wax, worm
Y	yarn, yoyo
Z	zipper, zero, zip code, zebra

RHYMING OBJECTS (Use old toys, pictures, or make objects from paper.)

stamp – clamp
chain – train
shell – bell
skirt – shirt
bug – rug
fork – cork
dice – rice
snake – cake
hen – pen
boat – coat
moon – spoon
gun – sun
rag – flag
thread – bed
ring – string
lock – sock
man – fan
house – mouse
mail – nail
star – car
tire – wire
book – hook
bunny – money

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Recipes for Homemade Dough

Children can learn basic concepts as they make things from dough. Use the following terms as you work together: thick-thin, front-back, top-bottom, middle-center, between-across, half-whole, short-long, smooth-bumpy, wide-narrow, alike-different, flat, around, more-less, inside-outside.

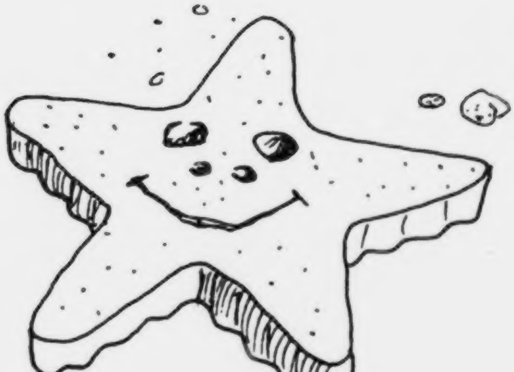
Uncooked Dough
Use either two parts flour to one part salt or equal parts flour and salt. Add water until you can form it into a ball. Knead on a floured surface until it becomes pliable and smooth. You can add food coloring or powdered paint to the flour.

Cooked Dough
Mix one cup cornstarch and two cups salt. Add color if you wish. Pour in two cups boiling water; stir until soft and smooth. Stir over heat until the dough forms a soft ball. After it cools, knead.

Accessories
Use cookie cutters, dull knives, tongue depressors, rollers, or glasses to cut dough and make designs.

Decorations
Use beads, macaroni, pipe cleaners, shells, feathers, colored toothpicks, candies, cookie decorations.

Canned Biscuits
Roll out and cut into shapes. Make designs. Fry in hot oil. Cool and eat!



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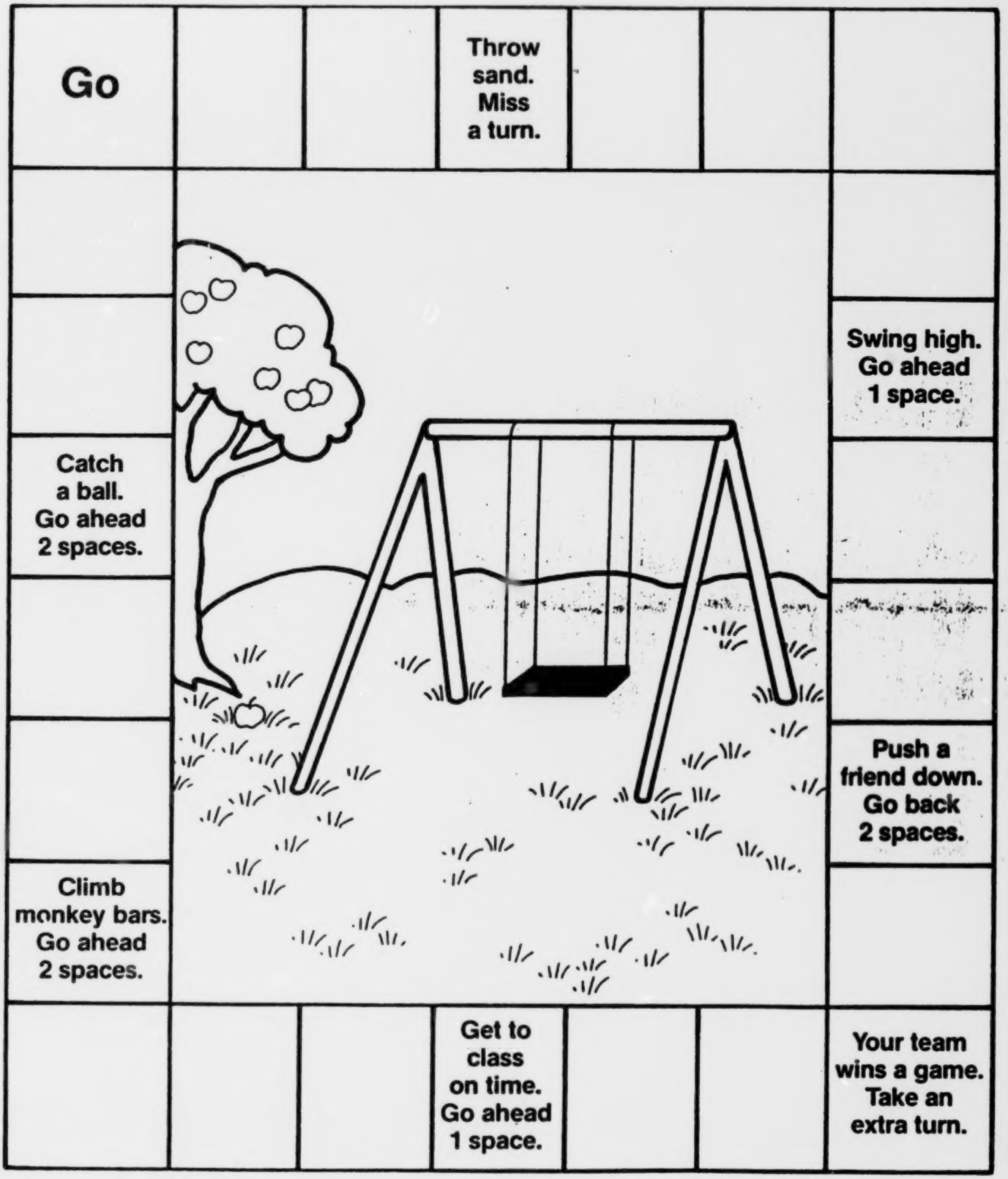
50 Recess


Go
Throw sand. Miss a turn.
Swing high. Go ahead 1 space.
Push a friend down. Go back 2 spaces.
Your team wins a game. Take an extra turn.
Get to class on time. Go ahead 1 space.
Climb monkey bars. Go ahead 2 spaces.
Catch a ball. Go ahead 2 spaces.

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Hidden Phonemes

Suggested grade levels: 1 - 4

Objective: To develop auditory discrimination skills

Materials

Crayons numbered 1, 2, 3, 4

Preparation

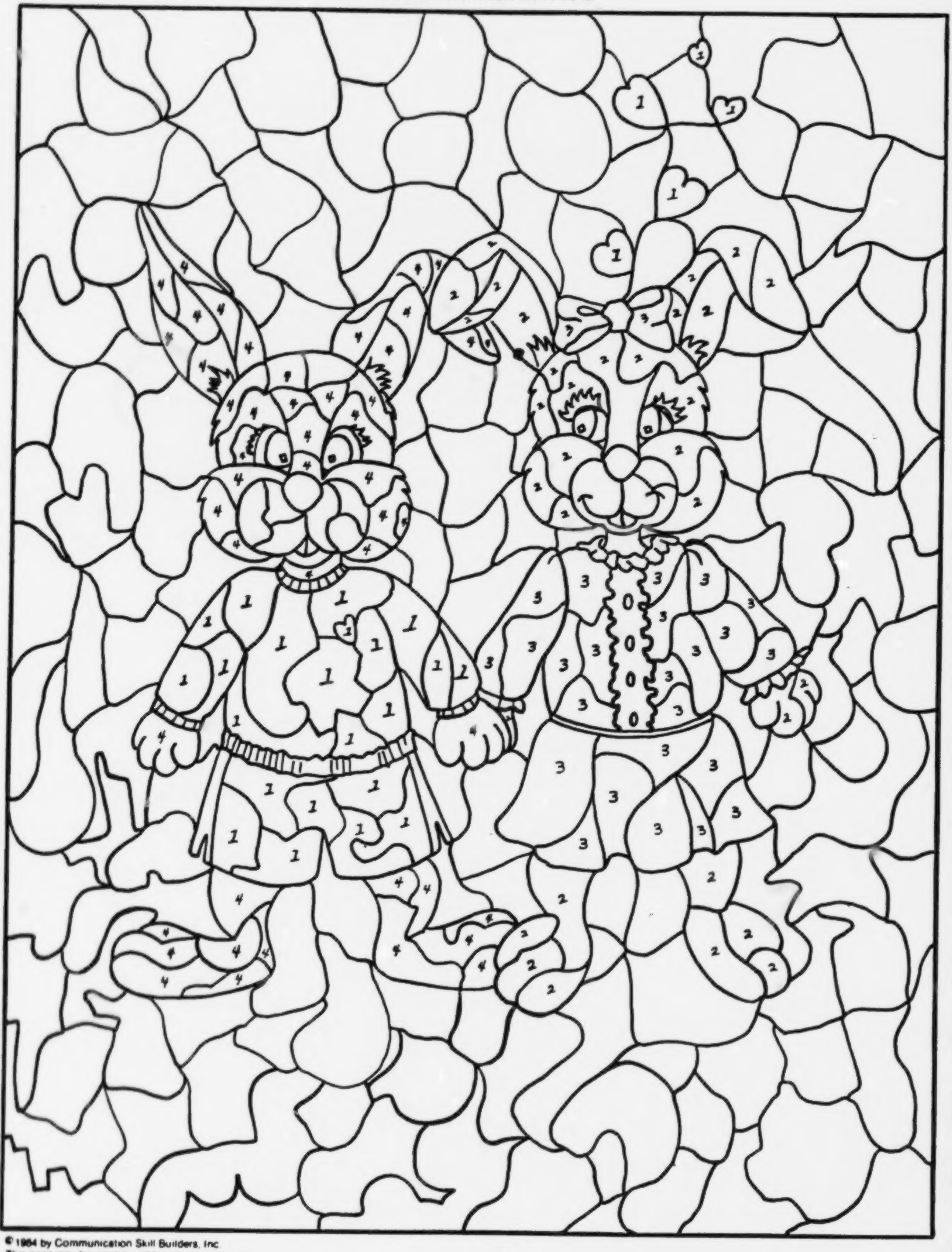
Reproduce Worksheet 2 for each student.

Procedure

The clinician says a phoneme. The student identifies it as the target phoneme. After a correct response, the student colors one section of the picture. The activity is continued until the picture is completed.

WORKSHEET 2

Hidden Phonemes



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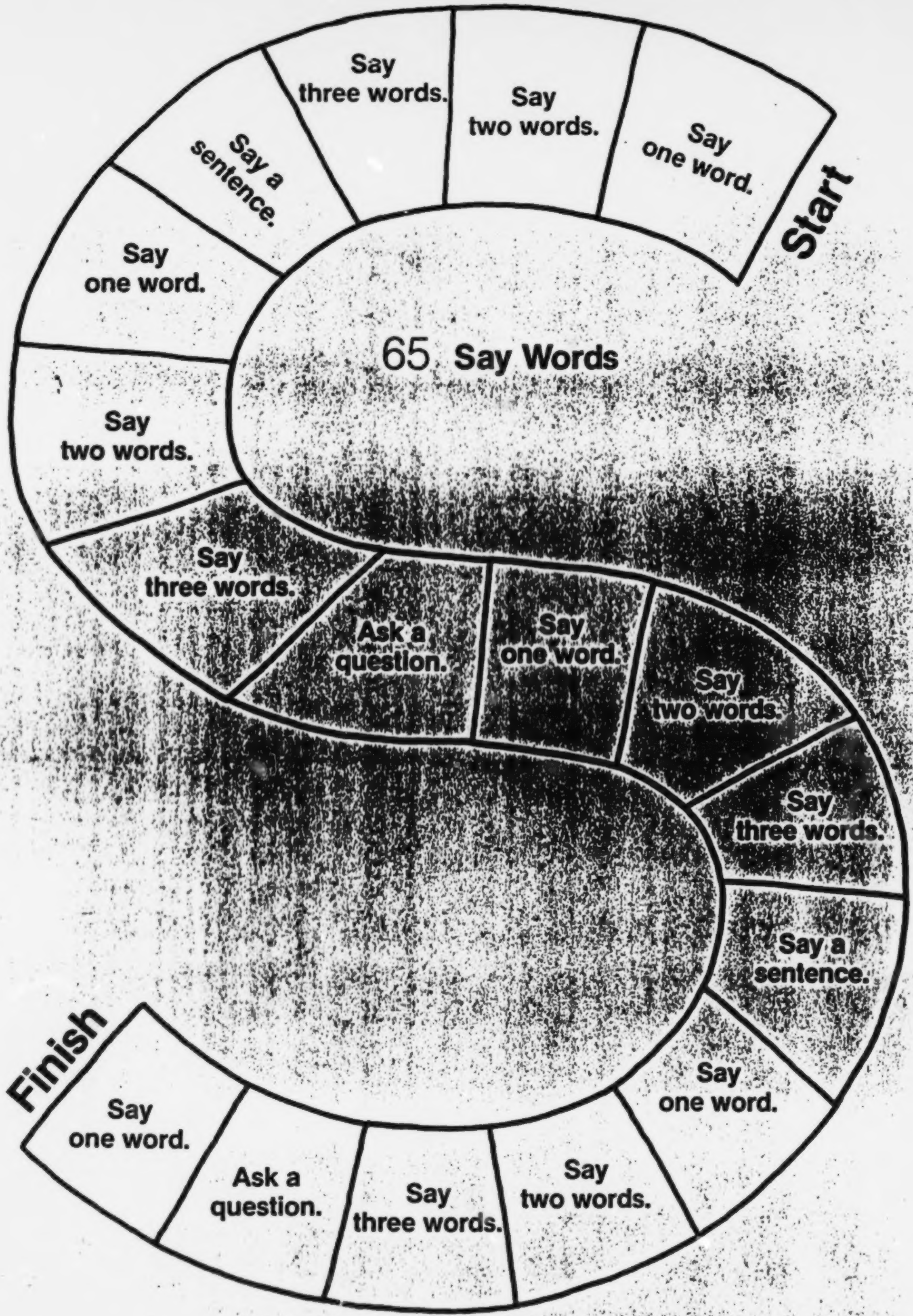
65 Say Words



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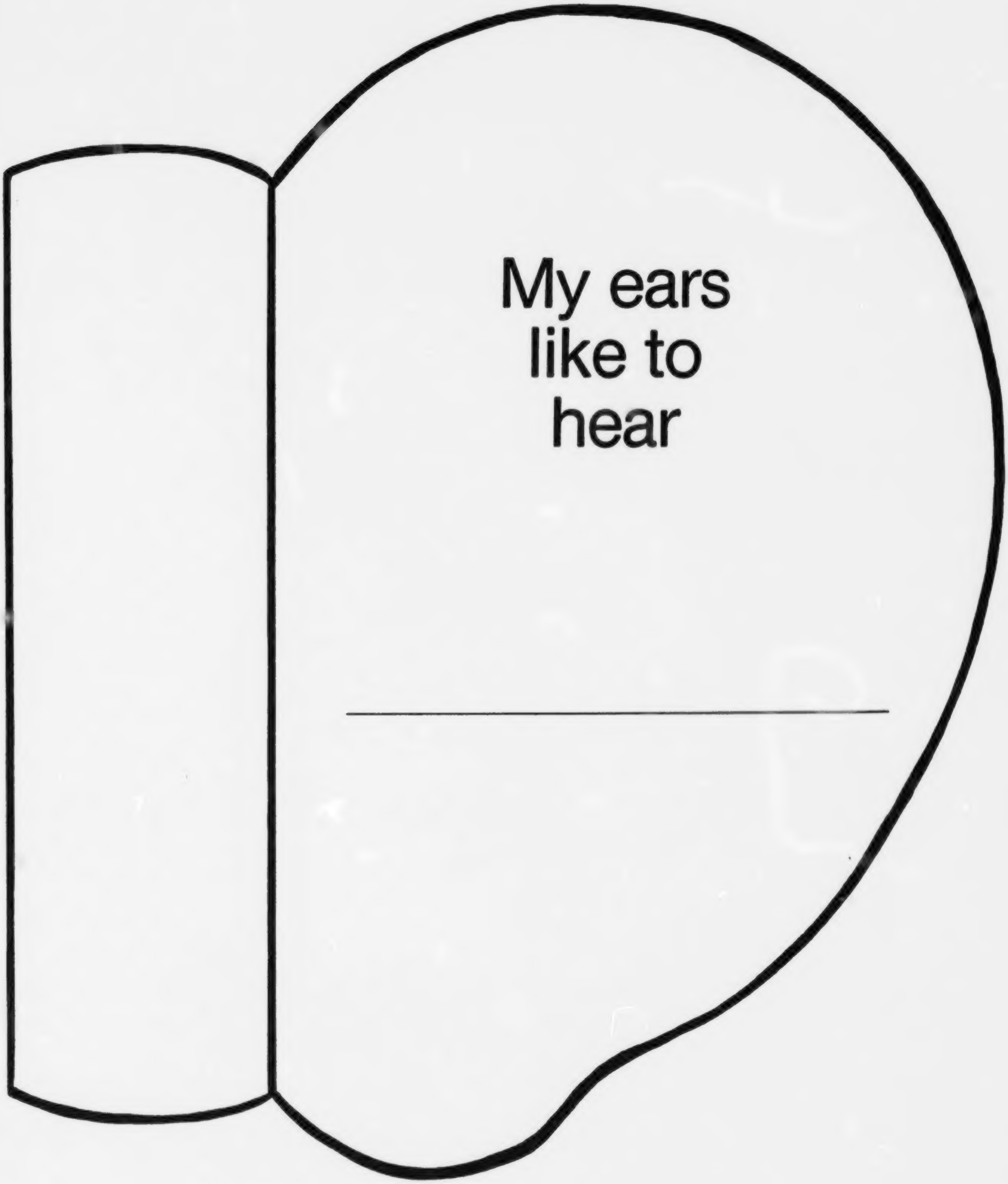
BEST COPY AVAILABLE

WORKSHEET 1

My Listening Book (Pages)



My ears
like to
hear

____

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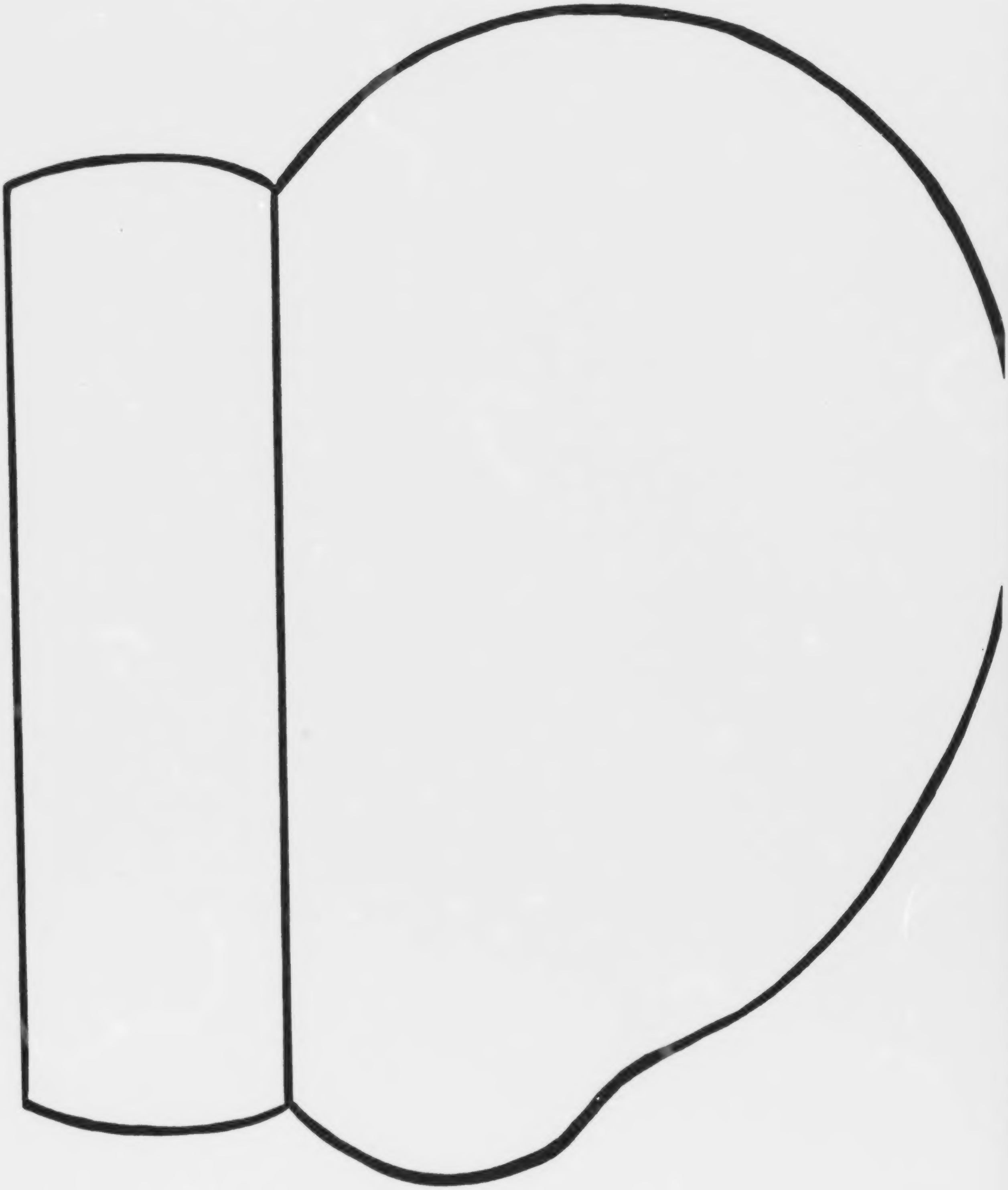
PATTERN 6

My Listening Book (Back Cover)



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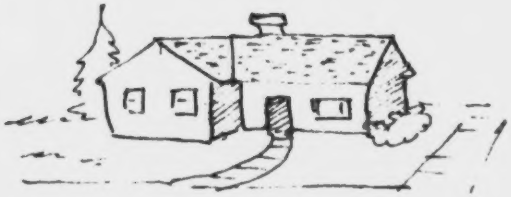


Rhyme Hunt

Go outside. Find things that rhyme with these words. Give your child clues.

meat—street
fight
lass
Paul
fun
mole
Mike
mine
mouse
sock
power

thief
fire
toes
me
blurb
meal
sense
hoof
tan
heard
more

[illegible]

Name ______________________ Date ______________________

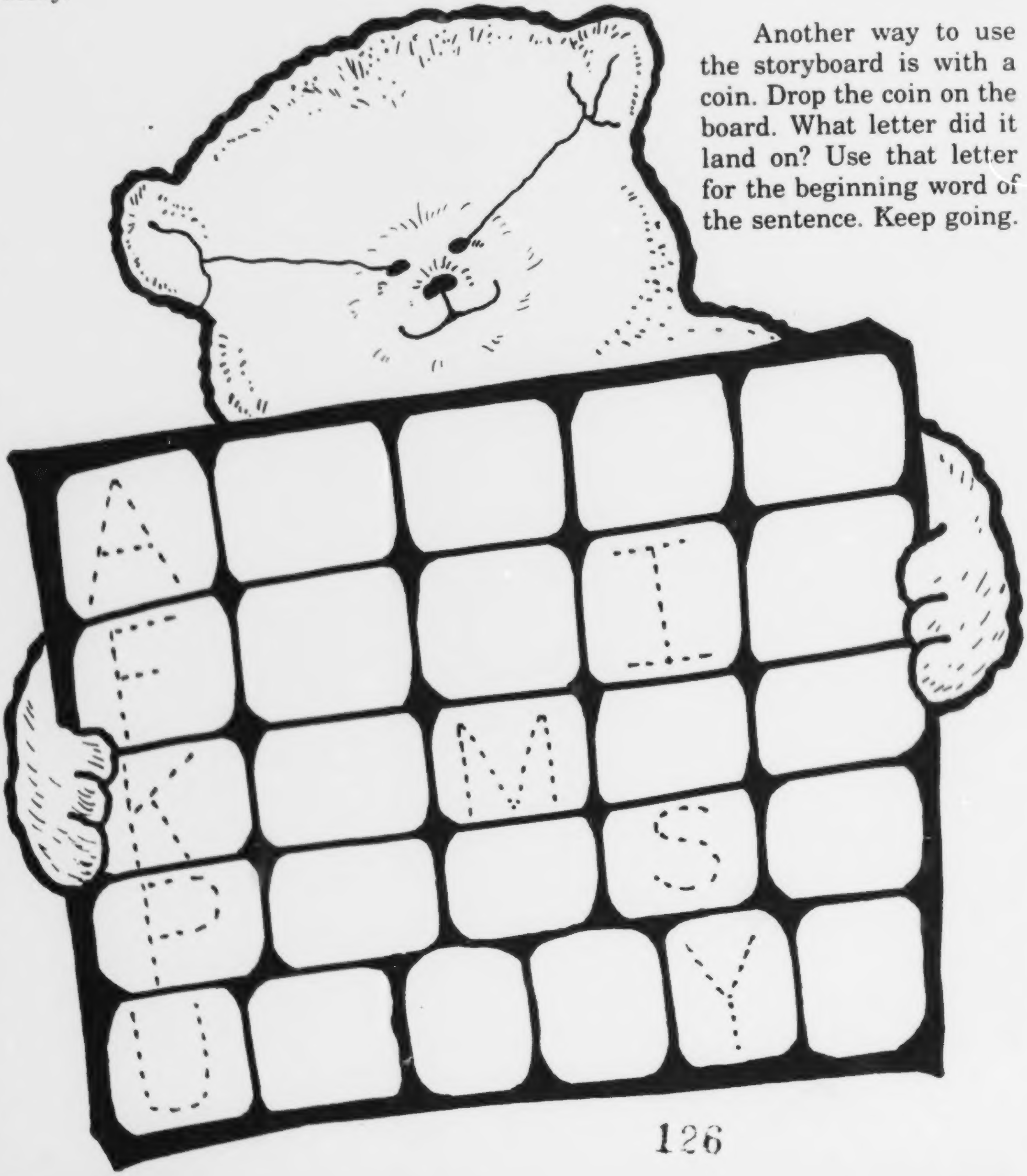
THE ABC STORYBOARD BEAR

1–5

The ABCs can help you to become a story writer or a storyteller as you move from A through Z.

1. Print the ABCs on the storyboard.
2. Think up a subject for your story (what the story will be about).
3. Put your finger on the letter "A" and begin the story with an "a" word.
4. Move your finger to the letter "B". The next sentence must begin with a "b" word. Then "C".
5. The letters "X" "Y" and "Z" have a special job because they have to help end the story.

Another way to use the storyboard is with a coin. Drop the coin on the board. What letter did it land on? Use that letter for the beginning word of the sentence. Keep going.



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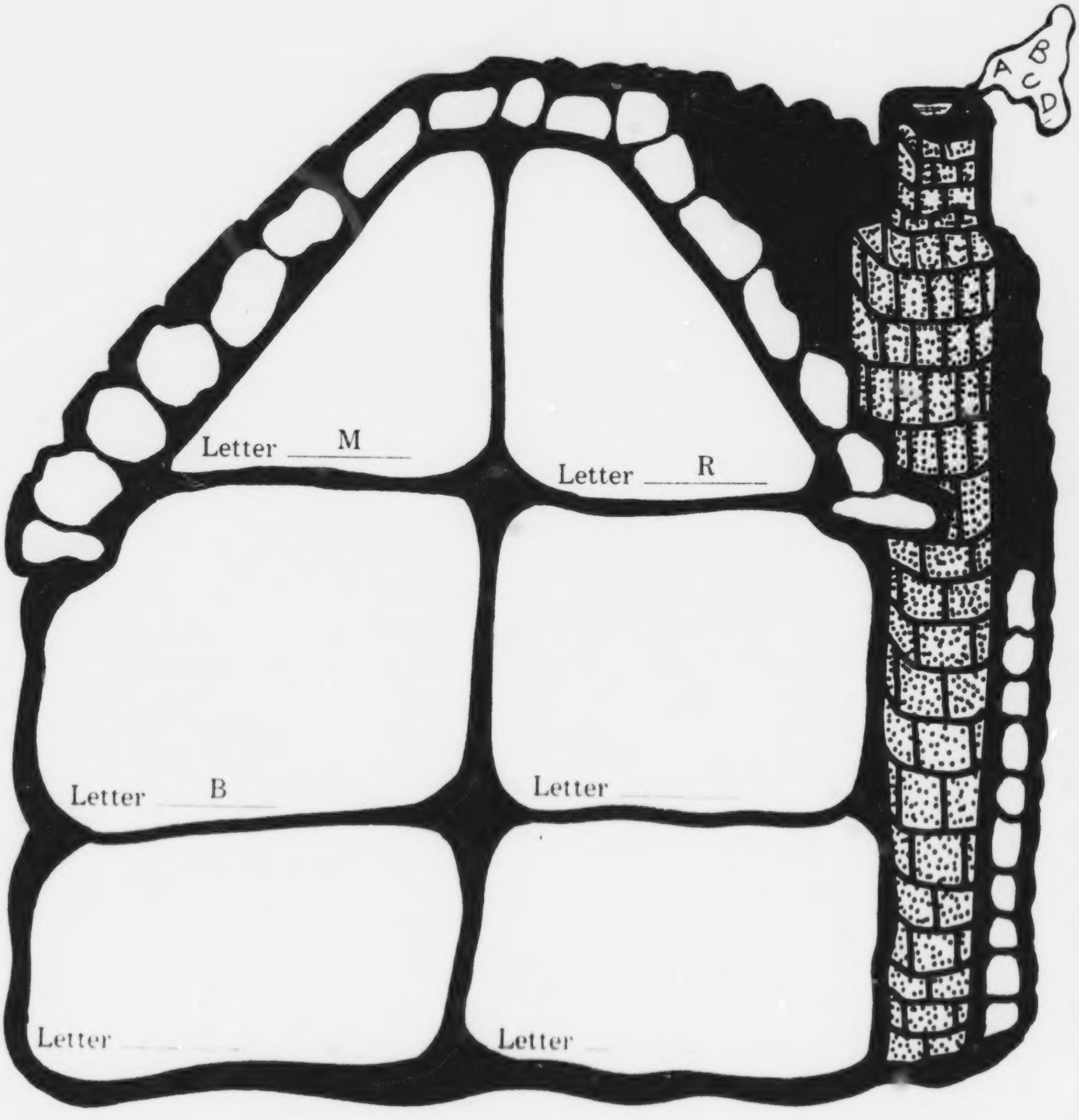
Name _______ Date _______

THE ALPHABET HOUSE

1–6

This is where the ABC's live. Today, there are six letters at home. There are three listed, and you can choose the other three. Then, make a list of all the words that you can think of that begin with that letter sound, and write them in the letter house.



Letter M

Letter R

Letter B

Letter ______

Letter ______

Letter ______

On the back, write a mystery story about the day that two of the letters were missing; or write a story about how twenty-six letters have to cook and clean and do the washing.

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How to Play Words and Sounds Ahoy

Each game sheet has 25 spaces: 5 vertical and 5 horizontal. Vertical columns are headed with the letters D, I, V, E, R. Horizontal columns are labeled 1 through 5. Some game sheets have an additional horizontal column that provides clues. Spinner boards, spinner arrows, and call-out cards are in the Appendix.

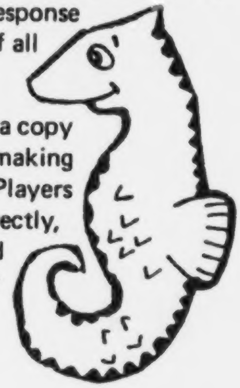
Select a game sheet. Make a copy of the game sheet for each student. Be sure the students have pencils or crayons.

Player 1 spins both spinner arrows to get a letter and a number, or a call-out card is picked and read aloud. When the space corresponding to the letter and number is located on the game sheet, Player 1 reads the question or stimulus and gives the response. If the response is correct, Player 1 marks that space on the game sheet. If the response is incorrect, the space is not marked. If the spinner boards are used, they are passed to Player 2. If using call-out cards, return the card to the container.

The object of the game is to have five spaces in a row marked off. They may be in a horizontal, vertical, or diagonal row. Players may respond to a stimulus on a space that has already been played by another player.

Variations on the Basic Game

- Instead of giving students identical game sheets, give them different ones.
- Use either the letter spinner or the number spinner only. Each player must then respond to an entire vertical or horizontal column. For example: If a player uses only the letter spinner and arrives at E, the complete vertical E column will be played by that player.
- Copy a different game sheet for each player. Make an extra copy of each game sheet used. Cut out the spaces of the second copies, making 25 squares from each. Place the squares in a basket in the middle of the table. Taking turns, players draw a square from the basket, read it, give the correct answer, and try to match it to a square on their own game sheets. If it doesn't match, the square is tossed back into the basket and it is the next player's turn. The first player to match five squares in a row wins the game.
- Use only the number spinner. Player 1 spins, arrives at a number, and responds to the number of spaces designated by the spin. For example: If the spinner stops at 3, then Player 1 may select, respond to, and mark off any three spaces. If a response is incorrect, that space does not get marked. The player marking off all spaces first is the winner.
- Copy the same or different game sheets for each player. Make an extra copy of each game sheet used. Cut out the spaces of the second copies, making 25 squares from each. Place the squares face-down on the table. Players take turns picking a square from the table, reading it, responding correctly, and matching it to their game sheets. Unmatched squares are returned face-down to the table. The first player to cover five squares in a row is the winner.

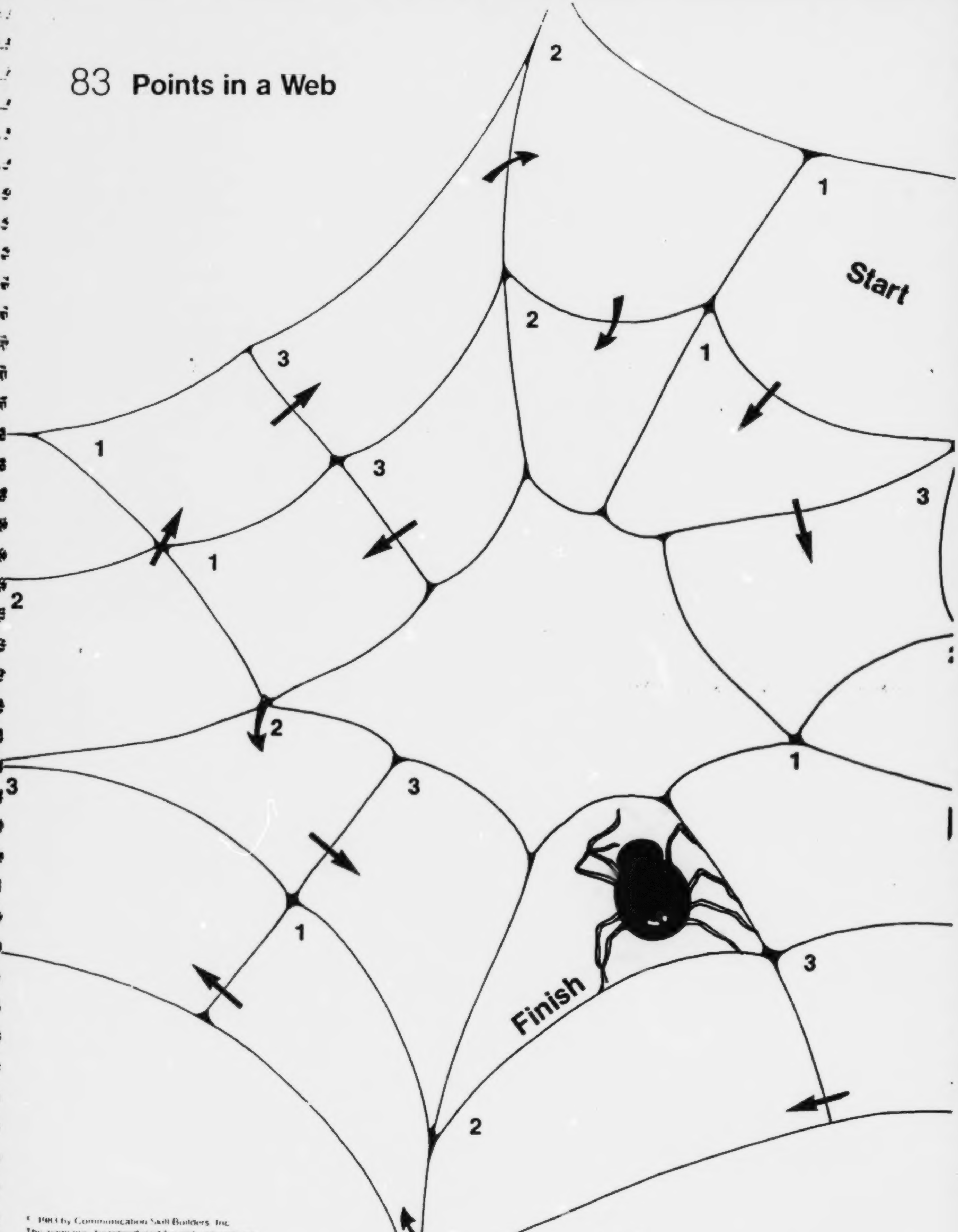


Call-Out Cards

For more durable cards, glue this sheet onto card stock before cutting. Then cut out the square on the lines, making 25 call-out cards. Place the cards in a basket or other container.

D-1	I-1	V-1	E-1	R-1
D-2	I-2	V-2	E-2	R-2
D-3	I-3	V-3	E-3	R-3
D-4	I-4	V-4	E-4	R-4
D-5	I-5	V-5	E-5	R-5

83 Points in a Web



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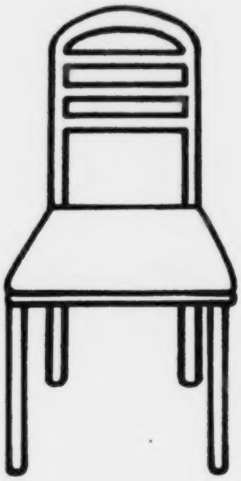

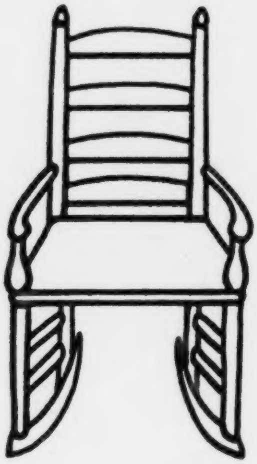

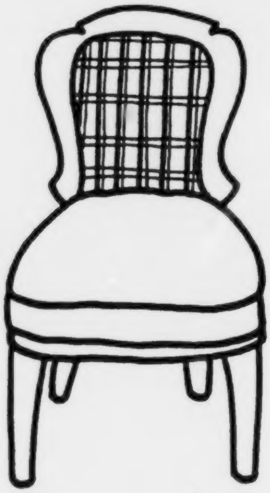

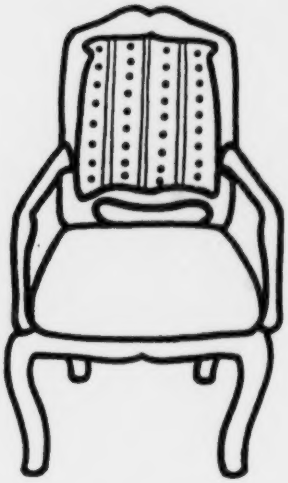

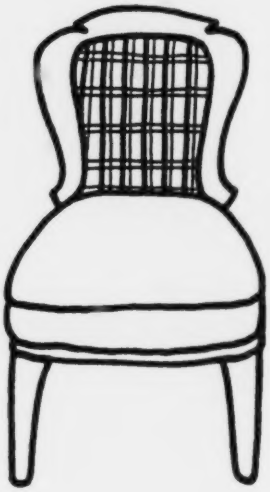

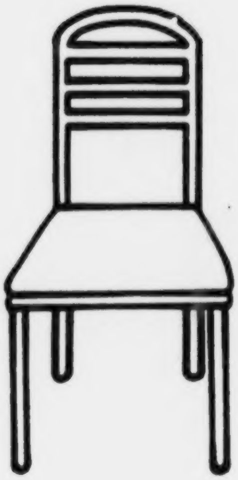

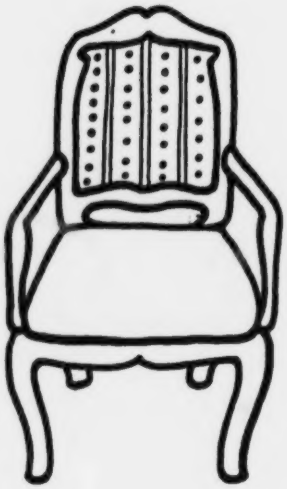

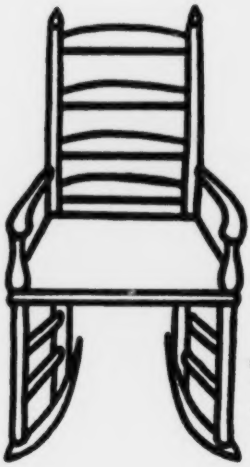

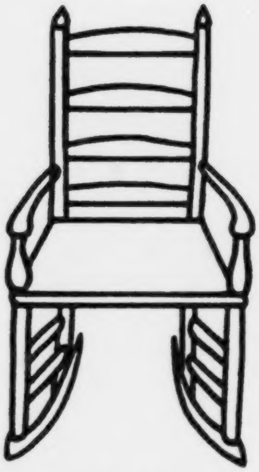

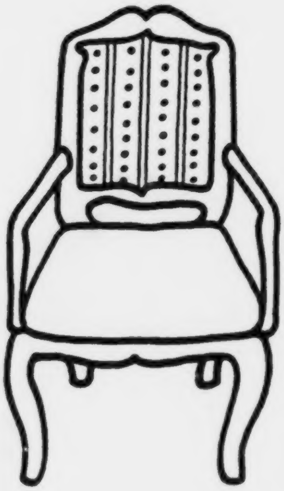

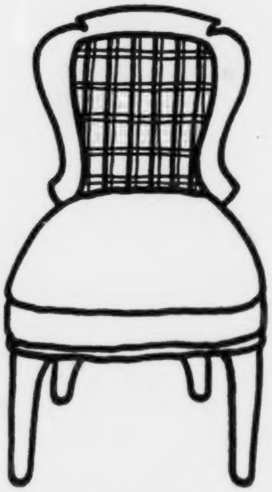

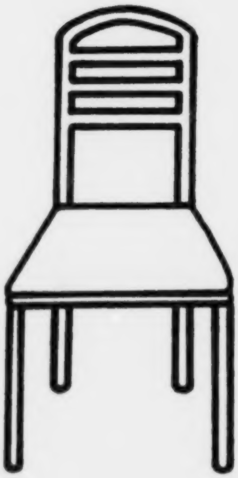

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JEFFERSON CLUSTER

SECOND GRADE SUMMER SCHOOL

#4

DON'T MISS IT!!

"BASIC CONCEPTS and THINKING ACTIVITIES"

A PARENT WORKSHOP

~WAYS TO HELP YOUR CHILDREN~

HOW MANY WORDS START WITH "RAIN"?
RAINING! RAINCOAT! RAINFALL!
DOOR PRIZES! HANDOUTS! DISPLAYS!
TAKE-HOME PROJECTS! DEMONSTRATIONS!

DATE: **THURS, 7-2-92**

TIME: **9:00-12:00 and 6:30-8:30 pm**

PLACE: **BEACH SCHOOL**, ROOM A6

CHILDCARE: A8

PARENT-CHILD SPECIALIST: LAURIE GORDON
280-6236

Parent Workshop #4

Language Concepts and Thinking Skills

Before: Parents sign in
Introduce new parents

Intro: Today we are going to move our discussion about our children's reading exclusively into the realm of their comprehension. Although decoding, sounding out the words, is the most outward evidence of 'reading', what eventually concerns us the most is what is comprehended or understood from reading. **Give examples of reading w/o comprehension (i.e. chemistry, reading and listening at the same time). We will discuss a little about learning theory and talk a lot about children's play and how we can stimulate our children's intellectual development by providing encouragement and experiences.

Learning Theory

Jean Piaget, a Swiss psych. studied children's language and cognitive development for 50 years. He published extensively on the subject and his work has been widely researched and quoted. His theories are often referred to when we look to understand the relationship between children's play, language and intellectual (cognitive) development.

-Piaget says learning is dependent on maturation. Children go through certain stages. Logical thought development occurs in a regular, continuous sequence. Each child develops at an individual rate. Parents can provide experiences that facilitate this development (play based).

-. Learning is dependent on experience: feeling, hearing, seeing, tasting, smelling and experimenting. After the child has the physical experience and talks about it, s/he can form mental images that will affect his comprehension of reading material later. Children need concrete material experiences first; then they can handle more abstract materials, such as pictures and word symbols, with greater ease. (**Discuss objects-pictures-words hierarchy)

- Learning is an active process. Verbal interaction with parents and others as children manipulate materials helps them think, discover, associate information, remember, and problem solve.

PIAGET'S DEVELOPMENTAL STAGES

1. Sensori-motor, birth to age 2. Child learns to use his body. He adapts to the environment.

2. Pre-operational, ages 2 to 7. The child learns language that is symbolic. Make believe play is important as the child learns about and tries out the world around him. He needs many experiences with verbal interaction. He imitates speech behavior and the activities of adults.

3. Concrete operational, ages 7 to 12. The child learns to think logically instead of just accepting surface appearances. He learns the abstract symbols of reading and writing. Success at these tasks is largely based on previous experiences. The child develops thinking skills and develops abstract concepts.

4. Formal operations, age 12 on. The child deals with hypothetical concepts- higher math, philosophical questions, etc.

**Parents have the opportunity to provide language stimulation and interaction and concrete experiences through daily activities at home. As children learn to discover, create and problem solve, and as parents encourage and reinforce their attempts and interact with them, their self-concepts as learners and communicators improve.

Play

Activity: Show pictures of children playing. Brainstorm:

What are they doing?	What are they learning?

-The relationship between playing and learning:
Children enjoy play. They choose what and how to play. They work hard at play. They concentrate their attention and energies on play for long periods of time. Play satisfies them. The elements that motivate children to play-enjoyment, choice, challenge, concentration, satisfaction- are the same elements that motivate children to learn.

--Play provides practice in basic skills (see chart from activity)

--Play, as a family event, is a way that parents can enjoy their children while giving them a feeling of belonging, worth and self-confidence.

--Play is a laboratory where children try out solutions (**problem solving) to physical and social problems, where children ask, "What would happen if...?" "What would happen if I poured some water in this cup?" "What would happen if I made a funny noise instead of talking?"

--Play provides skill practice for children (and people) of all ages. A seven year old playing with blocks, for example, is experimenting with complex mathematical and physical concepts His/Her buildings involve balance, symmetry, intricacy, and originality. Successful block builders are more likely to be successful at other tasks because they see themselves as able persons.

Optional Activity:

Learning Through Play

Materials: Making Up a Shape Drill
Making Up a Color Game
Colored paper

Following the directions given, try out the drill and game with the group.

Discuss:
-How would you rather learn a new skill, through drill or game. Why?

-How do you think you learn new skills in your life now?

-What is a new skill you would like to learn? (baking bread, using a computer, rebuilding an engine, etc.) Would you rather learn this new skill by being drilled or by having the chance to work with the new skill in a hands on setting?

Encouragement

Encouragement is the process whereby you focus on the assets and strengths of your child to build self-confidence and self-esteem. Encouragement helps children believe in themselves and their abilities. Parents who encourage help their children develop the courage to be imperfect.

To become more encouraging, there are some attitudes and behaviors that we need to eliminate:

Negative Expectations Expectations are one of the most powerful forces in human relationships.
-verbal and non-verbal cmu of expectations
-Child internalizes adult expectations. When we believe a child won't succeed at a difficult task, child begins to doubt his/her ability to do the task and behaves in the manner we expect: the child fails.
-Tell the story of Chantavone: "Believe you can, and you can."

Unreasonably high standards

-expect child to do well in things important to us-schoolwork, athletics, chores, etc.
-cmu that we expect better and that whatever is never as good as it could have been.
-expect performance beyond age and abilities.

Promoting competition between brothers and sisters

We are usually unaware of this. We praise the successful child and ignore the efforts of the unsuccessful child. Comparisons may be expressed non-verbally: a gesture or a facial expression. Competition can have an effect on the strengths as well as the weaknesses of a child. A child may become good at something a sib does not do well but also may not even try something a sib does well bc the child feels s/he cannot succeed.

Over ambition

--parents want to be the best possible parents
--insist that child also demonstrate excellence
--influences child away from areas where they feel they won't be tops
--both parents and children lack the courage to be imperfect.

Double standards

--parents belief that they have rights and privileges that are denied the child (i.e. Mom scatters papers from work, child is required to keep own things picked up.)
--Certain socially prescribed rights and privileges (i.e. driving) but to assume other rights and privileges denied child tells them they are of less value in the family.

Some attitudes and behaviors that encourage:

Accept children as they are, not only as they could be

--For children to see themselves as worthwhile persons, we must genuinely accept them for who they are.
--Children become discouraged when we dwell on their shortcomings.
--Separate the deed from the doer. Let kids know they are valued no matter how they perform.

Ignore tattling

--Children use tattling to get even or make themselves look good. They use the ultimate weapon: the parents. It is best to ignore tattling, as with many misbehaviors, and give attention for positive behavior.

Be positive

--try to eliminate negative comments about the child. Problems can be dealt with through reflective listening, problem solving, natural and logical consequences.
--avoid the temptation to interfere when your child is trying to work through a problem or complete a task. Interference communicates a hidden criticism.

--If child asks for help, frame comments: "What do you think would happen if...", "Have you considered...?", "I've found it helpful to ...".
--If your child requests help to gain attention or to get out of working/thinking independently, "You were able to do ____ before, so you can handle this."

Have faith in children so they may believe in themselves

--Be alert to point out positive

--Play down mistakes and communicate confidence

Focus on contributions, assets, strengths

--To feel adequate, children must feel useful and that their contribution counts.

--Identify talents and suggest ways talents can be used in the family

Recognize effort and improvement as well as final accomplishment

--A child who has difficulty in math may never learn to multiply if efforts to improve are not recognized along the way.

--Encouragement implies reasonable expectations (one step at a time) and that we accept the child's efforts and failures as well as successes.

**Encourage rather than praise

--Many parents think they are encouraging children when they praise them. They don't realize that praise can be discouraging. Praise is a type of reward. It is based on competition. It is given for winning and being the best. It is given as an attempt to provide an external motivator.

--Encouragement is given for effort or improvement, however slight. Focuses on assets and strengths as a means of contributing to the good of all.
An encouraging parent is not concerned about how the child compares to others.
Encouragement is aimed at making children feel worthy and can be given even at times when children are 'down'.

--Praise may be appropriate to:

recognize and encourage significant progress (first soccer goal after weeks of practice, greatly improved grade, etc)

create greater self awareness of strengths for a child with low self esteem, who does not see own strengths: "You were so helpful." "You sang so nicely."

Examples of encouraging phrases:

Phrases that demonstrate acceptance:

"You seem to like that activity."
"It's nice that you enjoy learning."
"I can tell you're pleased with it."
"Since you're not satisfied, what do you think you can do so you'll feel happier with it?"
"It looks like you enjoyed that."
"How do you feel about it?"

Phrases that focus on contributions, assets, and appreciation:

"Thanks; that helped a lot."
"It was thoughtful of you to ___."
"Thanks, I really appreciate ___ because it makes my job much easier."
"I need your help on ___."
"I really enjoyed today. Thanks."
" You have skill in ____. Would you do that for the family?"

Phrases that show confidence:

"Knowing you, I'm sure you'll do fine."
"You'll make it."
"I have confidence in your judgment."
"That's a rough one but I think you can work it out."
"You'll figure it out."

Phrases that recognize effort and improvement:

"You really worked hard on that."
"Looks like you spent a lot of time thinking that through."
"I see you're moving along."
"Look at the progress you've made:____________(be specific; tell how)
"You're improving on ______(be specific)."
"You may not feel you've reached your goal, but look how far you've come."

***********************BREAK*************************************

Let's return our focus to the importance of play and experience in the development of comprehension and cognition. I would like to suggest some home activities for developing sensory awareness, classifying and categorizing, associations and other cognitive skills.

Activity: Display a whole orange, a partially peeled one, an orange cut in half and some orange segments. Give each parent a paper and these instructions:
"Look at the oranges carefully. List all the words you can think of that describe them. Consider the smell, taste, texture and appearance."

Collect the papers and read the descriptive words. List them on a constriction paper cut-out of an orange.

Home Activities

1. Do the activity we just completed often with your children with all kinds of objects--around the house, at the grocery store, at the hardware store, in the doctor's office etc. Make it a describing game.

2. Unstructured play materials:

* for water play (in the bathtub, in the pool)- funnels, pitcher, strainer, sponge, measuring cups, things that float, things that sink.

* for creative play- blocks, clay, paints or markers and paper, tinker toys, paper tubes, paper plates, ribbon, egg cartons, popsicle sticks, material scraps. (Make an 'Inventions' box)

* for realistic play- action figures, Fisher-Price play sets (such as the airplane, castle, service station, city, farm), small animals for playing zoo, jungle, etc.

3. Materials for counting, sorting and matching:

buttons
egg carton sections
playing cards
beads
tinker toys
two sets of index cards with samples of matching materials glued to them (fur, sandpaper, satin, corduroy, flannel, foil, materials with plaids, polka dots, checks, patterns.)

4. Make available household objects for learning concepts (magnet, map, globe, calendar, thermometer, scales, clock, measuring tape or yardstick, money)

5. With your child, make up a go-together set for learning associations. The child can practice matching the objects and

[illegible] - Thou[illegible] cotton wi a baggy telling why they go together. Use fork and spoon, washcloth and soap, lock and key, watch and watchband, hammer and nail, coin purse and coin, pencil and eraser, envelope and stamp, toothbrush and toothpaste, toy chair and table, measuring cup and measuring spoon, photo and negative, lipstick and eye shadow, etc.

6. Feeling Box. Get a closed box. Cut a 3-4" hole in the side. Put objects inside for feeling, identifying and describing (such as toothbrush, comb, block, candle, sponge, pencil, spoon, ball, toy car, feather, bead, necklace, glove.

7. Smell game. Make smell containers (film canisters or pill bottles) with different substances to smell in them. Use vanilla, soap, cinnamon, pepper, BBQ sauce, perfume, vinegar, peanut butter, toothpaste, peppermint extract, etc. Match words or pictures to the containers. Try to guess the substances by smelling them.

8. Listening Boxes. Place different substances in small boxes to shake, listen to, identify and match. Make two of each, containing salt, rocks, coins, marbles, paper clips, cotton balls, sticks and blocks. Small milk cartons make good containers.

9. Taste Game. Put small samples of different foods on a plate for a taste test. The person doing the tasting should be blindfolded. Use apple, salt, sugar, peanut butter, carrot, orange, mustard, ketchup, cheese, banana, bread, applesauce, hot dog and other foods. Talk about how they taste (crunchy, sticky, juicy, soft, etc.)

10. Use descriptive words generously when talking with your child. Some ideas are:

taste- bitter, stale, sticky, spicy, tasteless, ripe, juicy, salty, sour, delicious.
size- huge, tiny, gigantic, miniature, average.
shape- flat, crooked, shallow, wide, narrow, curved, hollow
touch- bumpy, cool, dusty, fuzzy, hard, smooth, slimy
sound- quiet, faint, squealing, rasping, hissing
appearance- clear, dull, fancy, shiny, spotless, elegant

11. Classification Game. Put several miscellaneous objects in a box. The first person selects 2 objects and tells how they go together (i.e. both red, both animals, both used for eating, both plastic, etc.) Variation: Tell how the 2 items are different.

12. Make lots of lists with your child. List kinds of fruits, sports, games, states you have seen, names of movies, and so forth. Let the child illustrate the list.

13. Play 'Verbal Categories Game'. Name a category and point to different family members to name items in that category. You can use one or two categories in a family game each evening and involve children of all ages. (see Categories handout for ideas)

14. Play riddle games at home. Children can learn to use clues, put information together and figure out answers. They can also make up riddles. Use the Categories handout to make up riddles about items in one category. Foe example, animals:

"What animal has long legs, a long neck and spots? (giraffe)

"What animal has horns, says 'moo' and gives us something we use every day?"

This is a good car game too.

15. Play opposites.
Sugar is sweet but a lemon is ___________. (sour)
A lake is deep but a pond is ___________. (shallow)
A baby is small but an adult is _________. (big)

16. Staple 5 or 6 index cards together like a book. Put a little glue on each page and sprinkle on a smelly substance such as cinnamon, garlic powder, cocoa, chili powder, pepper, nutmeg, etc. Talk about how substances smell and where they originate. The whole family can take the 'smell test' with their eyes closed.

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Making Up a Color Game

For the people in the other group, make up a game that will teach them the names of the following colors:

brin (yellow)	munt (red)
yawl (blue)	drift (green)

Make sure that your game follows these guidelines.

1. Give players the opportunity to move about.
2. Give players opportunities to find, touch, and handle things of different colors.
3. Give players choices.
4. Praise players when they respond appropriately.
5. Make sure that every player meets with success.

Making Up a Shape Drill

For the people in the other group, make up a drill that will teach them the names of the following shapes:

▲ = grid pipe
● = pamber
■ = bassfin
▬ = dull pipe

Make sure that your drill follows these guidelines.

1. Only the people in your group can handle the four shapes.
2. The people in the other group must remain seated at all times.
3. Announce a penalty that you will give whenever a person gives a wrong answer.
4. Introduce these shape names by having people repeat them after you.

HART 3

Differences between Praise and Encouragement

PRAISE

Underlying Characteristics	Message Sent to Child	Possible Results
1. Focus is on external control.	"You are worthwhile only when you do what I want." "You cannot and should not be trusted."	Child learns to measure worth by ability to conform; or, child rebels (views any form of cooperation as giving in).
2. Focus is on external evaluation.	"To be worthwhile you must please me." "Please or Perish."	Child learns to measure worth on how well he/she pleases others. Child learns to fear disapproval.
3. Is rewarded only for well-done, completed tasks.	"To be worthwhile you must meet my standards."	Child develops unrealistic standards and learns to measure worth by how closely she/he reaches perfection. Child learns to dread failure.
4. Focuses on self-elevation and personal gain.	"You're the best. You must remain superior to others to be worthwhile."	Child learns to be overcompetitive, to get ahead at the expense of others. Feels worthwhile only when "on top."

ENCOURAGEMENT

Underlying Characteristics	Message Sent to Child	Possible Results
Focus is on child's ability to manage life constructively.	"I trust you to become responsible and independent."	Child learns courage to be imperfect and willingness to try. Child gains self-confidence and comes to feel responsible for own behavior.
Focus is on internal evaluation.	"How you feel about yourself and your own efforts is most important."	Child learns to evaluate own progress and to make own decisions.
Recognizes effort and improvement.	"You don't have to be perfect. Effort and improvement are important."	Child learns to accept efforts of self and others. Child develops desire to stay with tasks (persistence).
Focuses on assets, contributions, and appreciation.	"Your contribution counts. We function better with you. We appreciate what you have done."	Child learns to use talents and efforts for good of all, not only for personal gain. Child learns to feel glad for successes of others as well as for own successes.

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Parent Workshop #4

Language Concepts and Thinking Skills

Examples of encouraging phrases:

Phrases that demonstrate acceptance:

"You seem to like that activity."
"It's nice that you enjoy learning."
"I can tell you're pleased with it."
"Since you're not satisfied, what do you think you can do so you'll feel happier with it?"
"It looks like you enjoyed that."
"How do you feel about it?"

Phrases that focus on contributions, assets, and appreciation:

"Thanks; that helped a lot."
"It was thoughtful of you to ___."
"Thanks, I really appreciate ___ because it makes my job much easier."
"I need your help on ___."
"I really enjoyed today. Thanks."
" You have skill in ____. Would you do that for the family?"

Phrases that show confidence:

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"You'll make it."
"I have confidence in your judgment."
"That's a rough one but I think you can work it out."
"You'll figure it out."

Phrases that recognize effort and improvement:

"You really worked hard on that."
"Looks like you spent a lot of time thinking that through."
"I see you're moving along."
"Look at the progress you've made:___________(be specific; tell how)
"You're improving on ______(be specific)."
"You may not feel you've reached your goal, but look how far you've come."

POINTS TO REMEMBER

Encouragement: Building Your Child's Confidence and Feelings of Worth

1. Encouragement is the process of focusing on your children's assets and strengths in order to build their self-confidence and feelings of worth.

2. Focus on what is good about the child or the situation. See the positive.

3. Accept your children as they are. Don't make your love and acceptance dependent on their behavior.

4. Have faith in your children so they can come to believe in themselves.

5. Let your children know their worth. Recognize improvement and effort, not just accomplishment.

6. Respect your children. It will lay the foundation of their self-respect.

7. Praise is reserved for things well done. It implies a spirit of competition. Encouragement is given for effort or improvement. It implies a spirit of cooperation.

8. The most powerful forces in human relationships are expectations. We can influence a person's behavior by changing our expectations of the person.

9. Lack of faith in children helps them to anticipate failure.

10. Standards that are too high invite failure and discouragement.

11. Avoid subtle encouragement of competition between brothers and sisters.

12. Avoid using discouraging words and actions.

13. Avoid tacking qualifiers to your words of encouragement. Don't "give with one hand and take away with the other."

14. The sounds of encouragement are words that build feelings of adequacy:

"I like the way you handled that."

"I know you can handle it."

"I appreciate what you did."

"It looks as if you worked very hard on that."

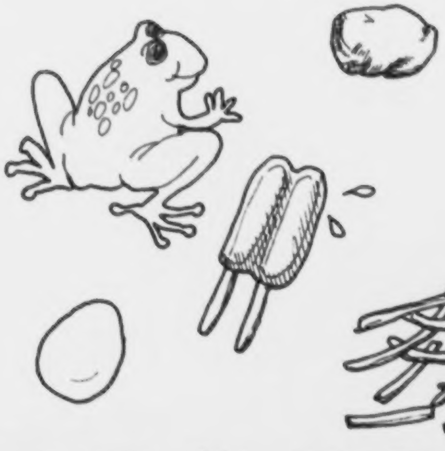
"You're improving."

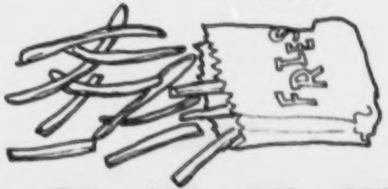
Be generous with them.

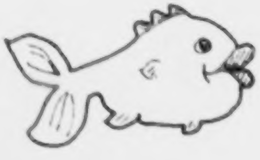
FIND THINGS IN YOUR WORLD THAT GO WITH THESE WORDS!

green
sweet
scary
rough
prickly
cold
yukky
lovely

ugly
enormous
wiggly
bright
soft
salty
warm
slippery







TOUCH AND TELL

Can you remember how some of these things feel?

Try some of these and see how many words you can think of to tell how each one feels.

Ask someone to write the words on a long strip of paper so you can put it on the wall in your room.

- *Cool water against your hand*
- *A puffy pillow under your head*
- *A powder puff against your cheek*
- *Bubbles all around you in the tub*
- *Long silky hair* • *Soft ear lobes*
- *A horse's velvety nose*
- *Mud or sand between your toes*
- *Your nose in Teddy's neck*
- *Shaving cream on your face*
- *Pinching marshmallows*
- *Chocolate pudding on your tongue*

Do you have other favorite things to touch?

39.	little	big
40.	long	short
41.	lock	unlock
42.	man	woman
43.	morning	night
44.	mother	father
45.	near	far
46.	new	old
47.	noisy	quiet
48.	off	on
49.	old	new
50.	out	in
51.	poor	rich
52.	push	pull
53.	right	wrong
54.	she	he
55.	sick	well
56.	slow	fast
57.	small	large
58.	smart	dumb
59.	take	give
60.	top	bottom
61.	ugly	pretty
62.	under	over
63.	up	down
64.	wet	dry
65.	work	play
66.	yes	no
67.	young	old

List 29: Level II

1.	absent	present
2.	against	for
3.	beneath	above
4.	bitter	sweet
5.	borrow	lend
6.	brave	scared
7.	buy	sell
8.	careful	careless
9.	cheerful	sad
10.	complete	incomplete
11.	cruel	kind
12.	crooked	straight
13.	death	life
14.	deep	shallow
15.	different	same
16.	double	single
17.	east	west
18.	enemy	friend
19.	exciting	dull
20.	exit	entrance
21.	expensive	cheap
22.	fancy	plain
23.	finish	begin
24.	floor	ceiling
25.	foolish	wise
26.	forget	remember
27.	forward	backward
28.	graceful	clumsy
29.	guilty	innocent
30.	hide	show
31.	increase	decrease
32.	intelligent	stupid
33.	lead	follow
34.	length	width
35.	loose	tight
36.	lose	find
37.	lower	raise
38.	often	seldom
39.	outer	inner
40.	part	whole
41.	patient	impatient
42.	polite	rude
43.	quick	slow
44.	question	answer
45.	reward	punishment
46.	rough	smooth
47.	sell	buy
48.	send	receive
49.	selfish	unselfish
50.	sharp	dull
51.	sink	float
52.	south	north
53.	stay	go
54.	stranger	friend
55.	strong	weak
56.	sweet	sour
57.	tame	wild
58.	thick	thin
59.	true	false
60.	uncertain	certain
61.	wake	sleep
62.	war	peace
63.	warm	cool
64.	whisper	yell
65.	wide	narrow
66.	winter	summer

Collecting Stamps

One of the most popular collecting hobbies is collecting stamps. You can begin a stamp collection by collecting the stamps on mail that comes to your house. If you want to collect other stamps, the Post Office sells different stamp collections for sports, animals, and many other topics. If you look in *Boys' Life,* every issue has a section on collecting stamps and coins. Read advertisements for stamps carefully. Sometimes when you order stamps for ten cents, they are sent with others *on approval.* If you approve of the additional stamps and keep them, you must pay extra money for them. Some ads say, "*To Approval Buyers,*" which means you can't have the special stamps for the low cost unless you buy some of the other stamps that are sent on approval.

If you want some books to help you collect stamps, you may want to get *Collecting Stamps* by Paul Villiard (Doubleday, 1974), or the book by Burton Hobson called *Getting Started in Stamp Collecting* (Sterling, 1970). You can also look in the encyclopedia under *Stamp Collecting.*

Look carefully at the stamps you collect and then try to learn more about what is on the stamps. If the stamp is about a famous person, look in the encyclopedia to learn more about the person. If you get stamps from different countries, look in the encyclopedia to learn about the countries.

50 U.S. STAMPS Worth $2.00 10¢
ONLY WITH OUR APPROVALS
THE BEAR STAMP CO
Box 000 Los Angeles, CA 90020

50 U.S. STAMPS 35¢
Regular and Air Mail issues commemoratives, Showing famous people, places and events NO APPROVALS!
R&D STAMP CO. Box 00 NY, NY 1002

From *Read All About It!* © 1979 Goodyear Publishing Company, Inc., Harry W. Forgan, and Bonnie F. Striebel

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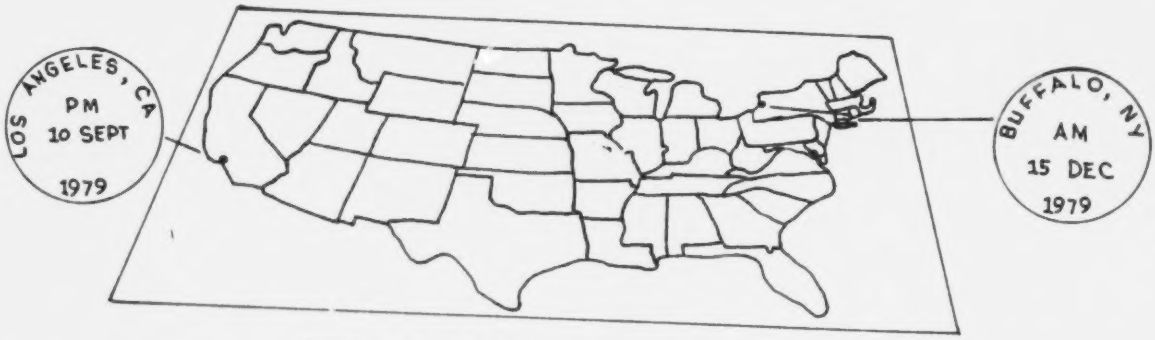
READING MAPS
USING ENCYCLOPEDIAS

Collecting Postmarks

Did you ever look carefully at an envelope that has been mailed? In the upper right-hand corner, you will see a circle that is about the size of a penny. In this circle you will find the name of the city and state in which the letter was mailed. See if you can collect postmarks from many different cities in the United States. Use a map of the United States to display your postmarks. Carefully cut out each postmark and place it on the map. See if you can collect postmarks from different parts of the United States. Check your parents' mail, free things that you sent away for, or write to a pen pal in a different state to get a lot of different postmarks. If you are not sure of the location of a particular city within a state, look in the encyclopedia under the name of the state and you will find a map. Use the index for the map to locate your city.



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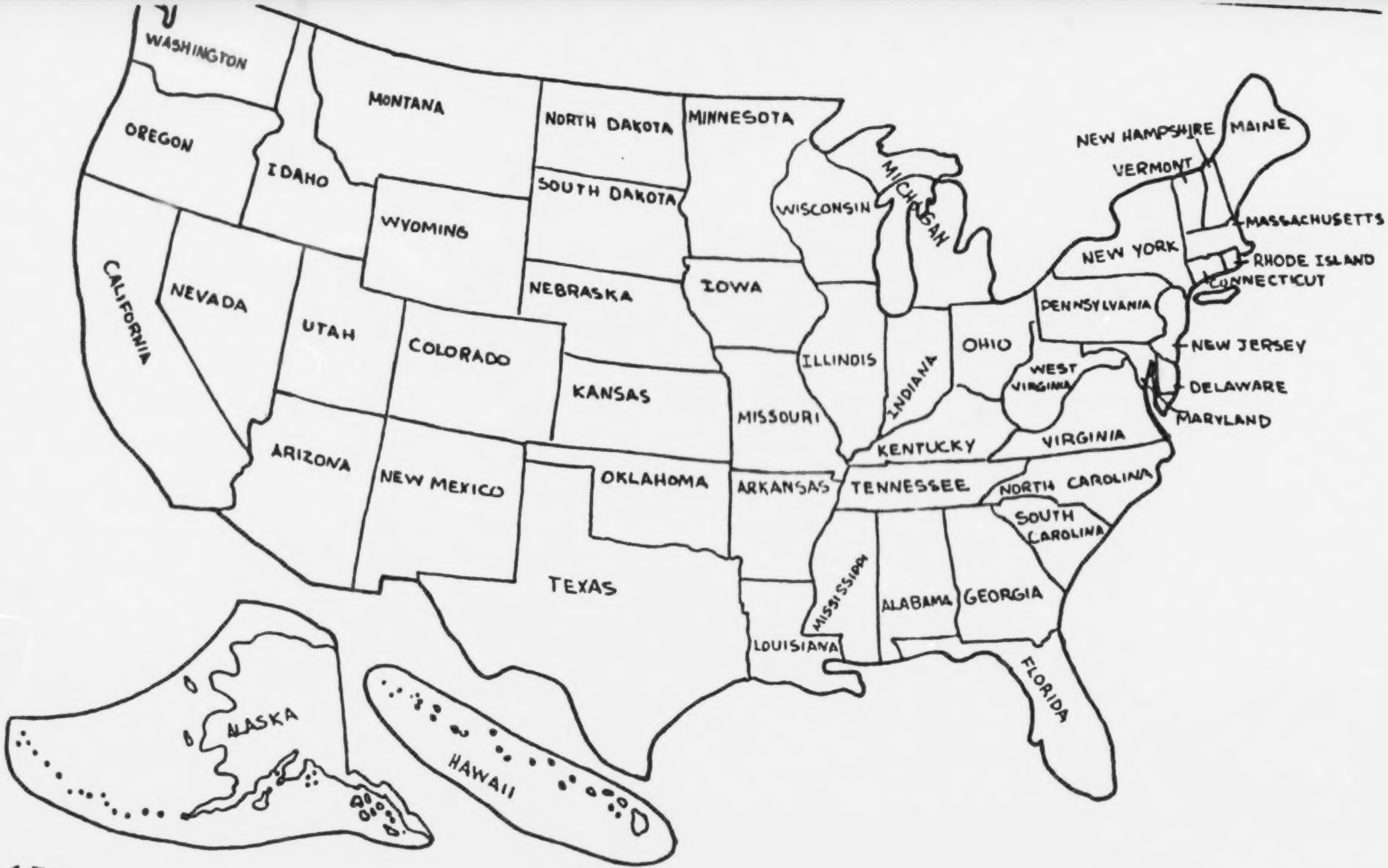

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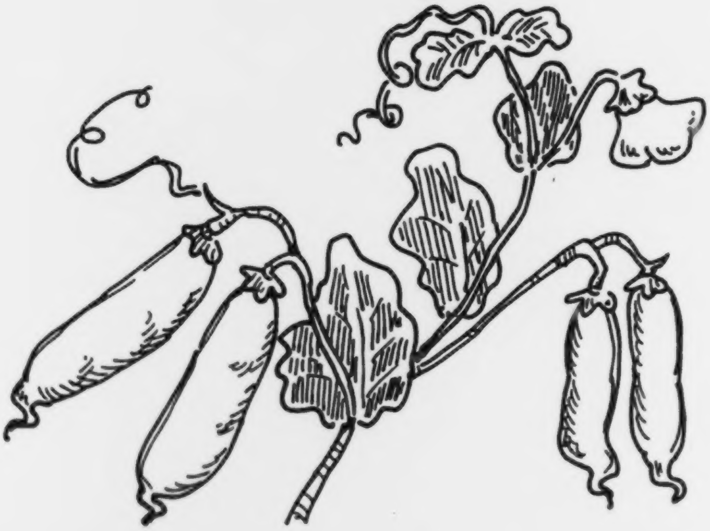
Peas

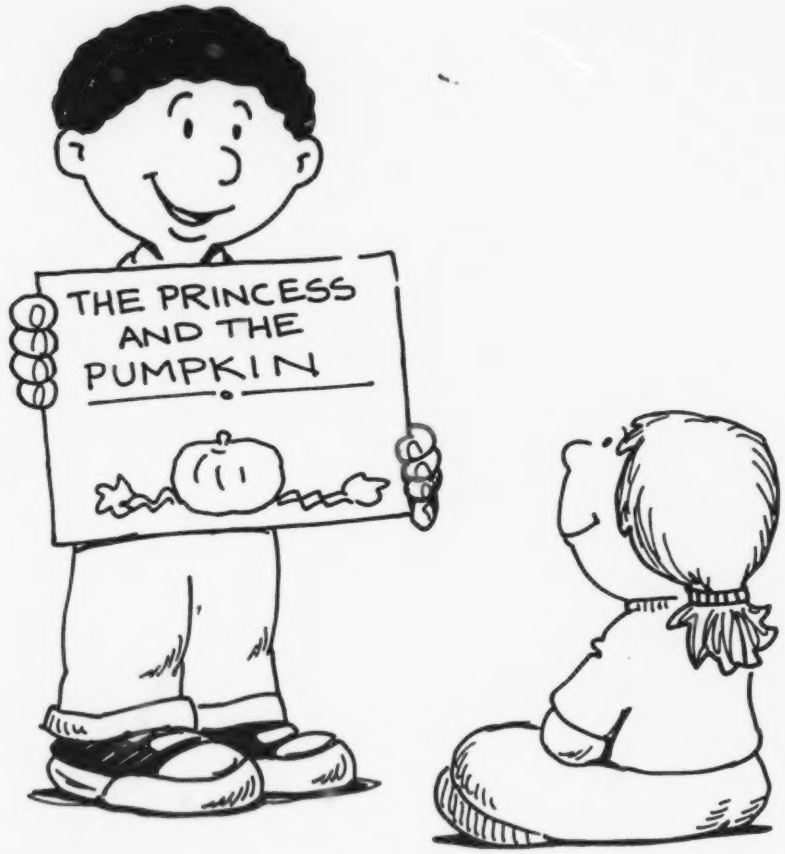


Description

Peas grow on a vine that can range from 6 inches to 6 feet long. Each leaf consists of one to three pairs of leaflets. Most pea plants have white flowers. Pea plants produce bright green pods with four to nine seeds inside.

Fun Facts

- ◇ Peas belong to a large family of plants that all produce pods. This family of plants is called *legumes*.
- ◇ Pea pods should snap easily when bent in half. This is a good sign that the seeds inside are sweet and flavorful.
- ◇ Peas are a good source of protein and vitamins A and C.



Activities

1. Read *Muskrat, Muskrat, Eat Your Peas!* by Sarah Wilson (New York: Simon & Schuster, 1989). Children will easily relate to this story if they have ever been faced with eating something they didn't like. As the story unfolds, the process of cultivating peas is also described.
2. Read *The Princess and the Pea* by Hans Christian Andersen (New York: Houghton Mifflin, 1978). Children can write or tell a new version of the story, substituting another vegetable for the pea.

HANDOUT K

Water Play

Children can learn concepts of measurement, change, and characteristics by playing with objects in water. Talk about what you observe as you play. Experiment!

measurement:	use cups, measuring spoons, various sizes of plastic bottles and containers, funnels, pitchers, medicine dropper
change:	use sponges, soap powder, bubble pipes, food coloring, egg beater
characteristics:	use items that will sink and float such as cork, wood, cotton balls, pennies, styrofoam, marbles

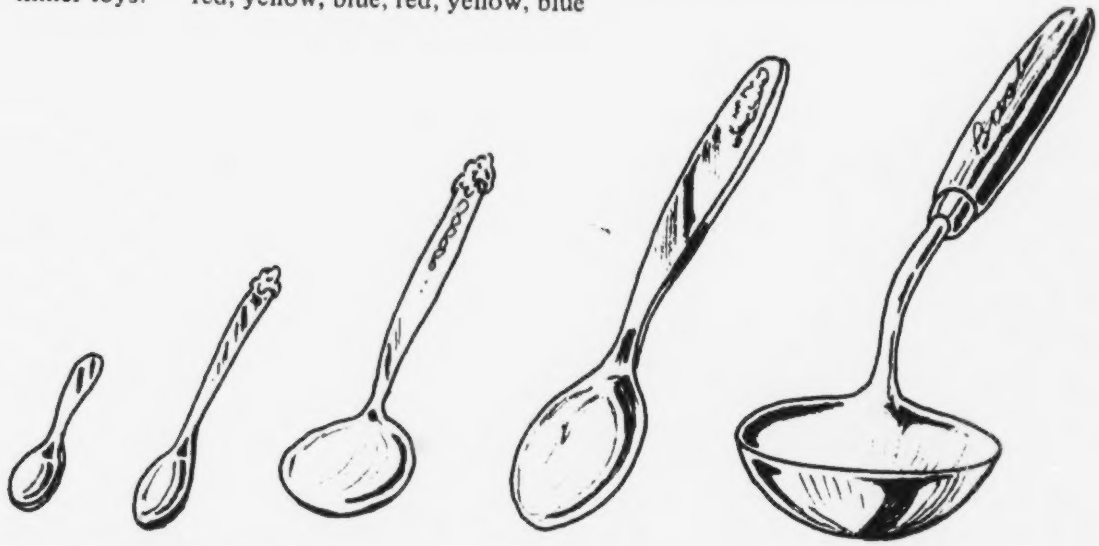
Seriation

Let your child arrange objects in SIZE from smallest to largest. He can learn comparison words like *big, bigger, biggest* and *small, smaller, smallest.* Ideas for objects to use are:

- coins
- spoons
- lids
- tinker toys
- cereal boxes
- toy cars or dolls
- thread spools
- blocks
- measuring spoons or cups
- food cans
- paper tubes
- family shoes

Let your child copy PATTERNS. Materials to use and examples of sequences are listed below.

felt shapes:	circle, square, triangle, circle, square, triangle, etc.
toy dishes:	cup, plate, fork, cup, plate, fork
stickers:	pumpkin, skeleton, witch, pumpkin, skeleton, witch (Kids love stickers!)
tinker toys:	red, yellow, blue, red, yellow, blue



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NAME ______________________ DATE __________

Where Would You Find It?

DIRECTIONS: Let us suppose you went shopping with your mother and she asked you to help her find different products. The aisles in the grocery store have signs above them telling you where foods are located. Here are signs from six aisles of a grocery store. Each aisle is labeled A, B, C, D, E, or F. Listed below are the items your mother would like you to get. Put an *A* in front of the food product if it would be found in aisle A. Put a *B* in front of those that would be found in aisle B, and so forth. The next time you go to the store, you will be able to find things quickly if you look at the signs above the aisles.

______ noodles
______ pepper
______ soy sauce
______ paper plates
______ sardines
______ apples
______ can of pears
______ chocolate cookies
______ celery

______ soda crackers
______ corn oil
______ soft drinks
______ charcoal
______ dill pickles
______ rice
______ canned apple juice
______ pretzels
______ can of green beans

______ potato chips
______ tuna fish
______ canned ham
______ paper towels
______ lettuce
______ soup
______ potatoes
______ maple syrup
______ gum drops

A
CATSUP
DRESSINGS
PICKLES
VEGETABLES
FRUITS
JELLY

B
CANNED FRUITS
CANNED JUICE
GLASS JUICE
MEXICAN FOODS
CHINESE FOODS
CANNED VEGETABLES

C
GOURMET FOODS
COFFEE - TEA
BABY FOODS
CANNED MEATS
CANNED SOUPS
JELLO

D
SPICES
CAKE MIXES
SYRUPS- OILS
INSTANT POTATOES
SPAGHETTI-SAUCES
RICE - NOODLES

E
CANDY
SNACKS
COOKIES
CANNED NUTS
POTATO CHIPS
CRACKERS

F
BOTTLED SODA
SOFT DRINKS
CANNED SODA
PAPER PLATES
PAPER TOWELS
CHARCOAL

From *Read All About It!* © 1979 Goodyear Publishing Company, Inc., Harry W. Forgan, and Bonnie F. Striebel

HANDOUT M

Categories

This is a good "dinner-table game." Name one category. Take turns naming things that belong to that category. Let the youngest child answer first. Give the children clues.

things a magician uses
vegetables
fishing equipment
things you do with your fingers
kinds of furniture
things you see at Christmas
things you should not touch
things you sit on
vehicles
musical instruments
things you wear on your feet
things in a parade
things that measure
places to keep money
parts of a bicycle
things that are cold
animals
things that bounce
round things
cereals
kinds of jobs
tools
liquids
words that rhyme with "hot"
things you push
parts of a castle
things used for cleaning
states
sports
kinds of precipitation
kinds of meat
animals with horns or tusks
storybook characters
kinds of animal noises
parts of a house
things that use electricity

"FAKO the GREAT!"

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Classification

1. Collect a lot of small things and put them in a box to classify. You and your child can sort them according to:

   - color
   - feel (smooth, heavy, hard, soft)
   - use
   - shape
   - place you use them (outside, inside)
   - what they do (sink, float, grow, etc.)
   - noise they make
   - characteristics (i.e., animals – tame or wild – farm or jungle)

   You can designate the classifications or let the child decide how to group them. Sort them by twos and by how they go together.

   - 2 red things
   - 2 soft things
   - 2 paper things
   - 2 animals

2. Make a collection of empty food packages and plastic fruit, flowers, and vegetables. Help your child sort the items into categories such as:

   - dairy foods
   - fruits
   - cereals (the little boxes are best)
   - nonfood items
   - things that must be cooked

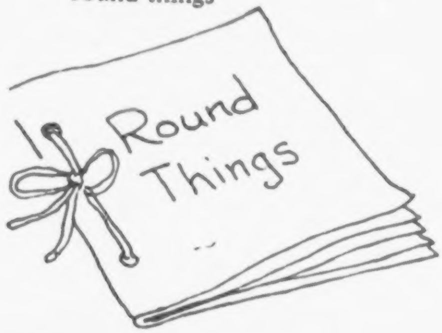
3. Let children sort things according to likeness:

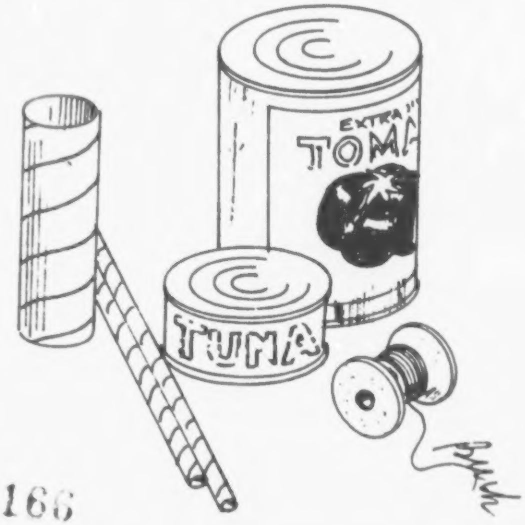
   - cards
   - poker chips
   - bottle caps (colors, flavors, names)
   - large and small items
   - marbles
   - buttons

   Muffin tins or plastic strawberry baskets make good sorting containers.

4. Make classification books. Cut out and paste in pictures of:

   - animals
   - red things
   - happy people and sad people
   - things that rhyme
   - people working and playing
   - round things





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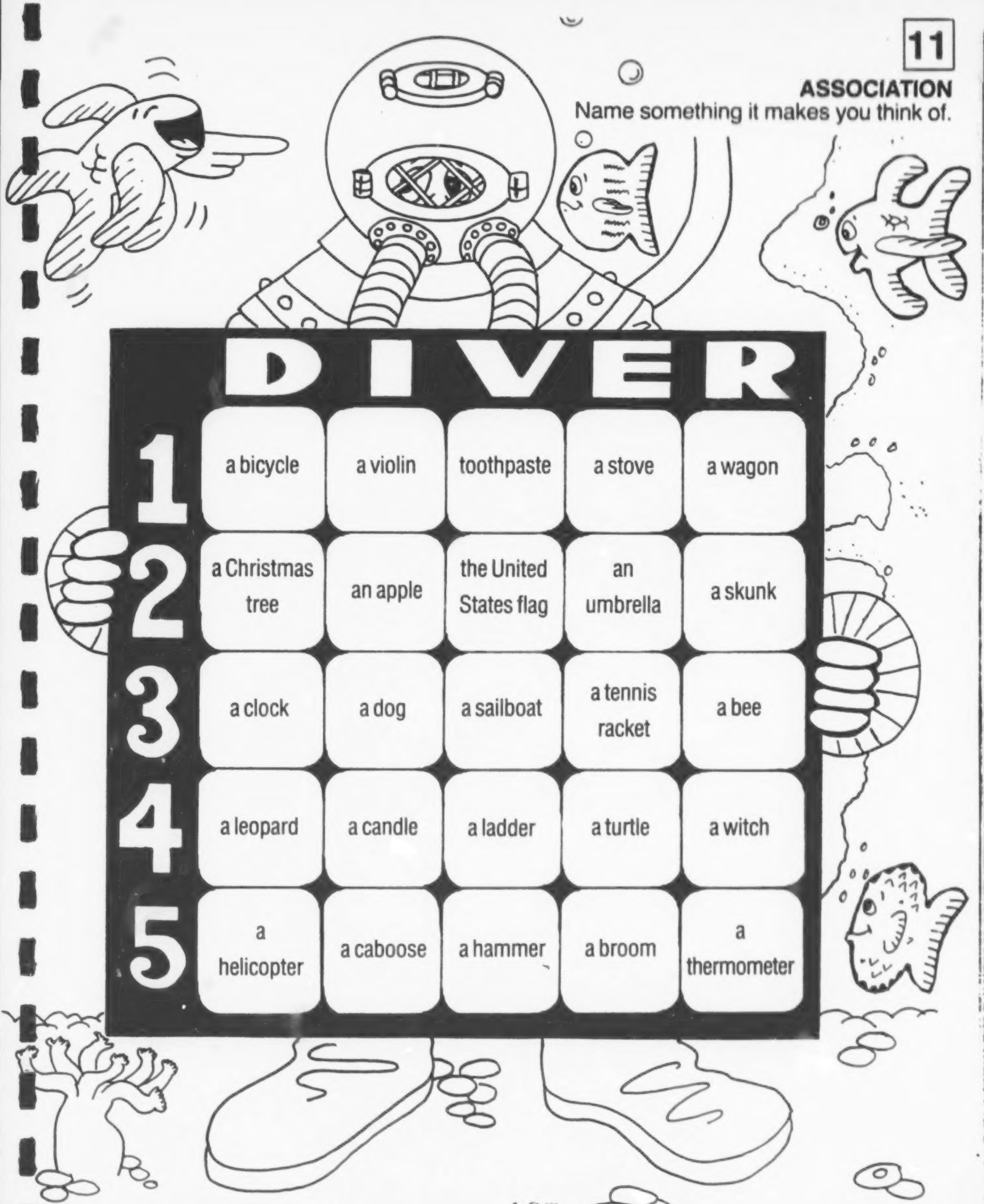
11

ASSOCIATION

Name something it makes you think of.



	D	I	V	E	R
1	a bicycle	a violin	toothpaste	a stove	a wagon
2	a Christmas tree	an apple	the United States flag	an umbrella	a skunk
3	a clock	a dog	a sailboat	a tennis racket	a bee
4	a leopard	a candle	a ladder	a turtle	a witch
5	a helicopter	a caboose	a hammer	a broom	a thermometer

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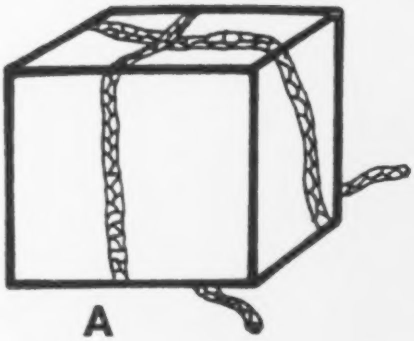
70 What's in the Boxes?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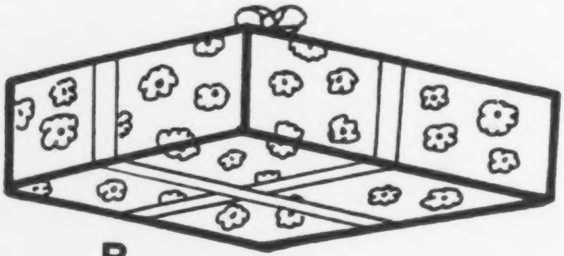
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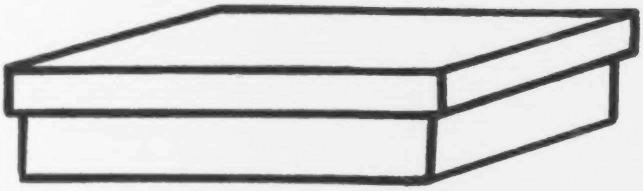
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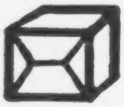
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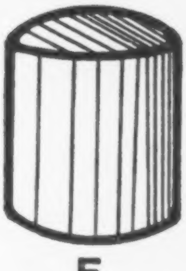
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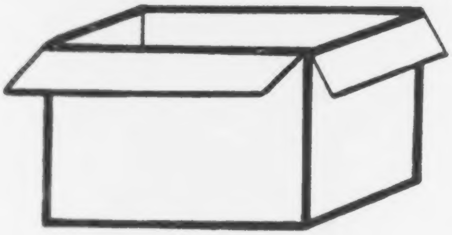
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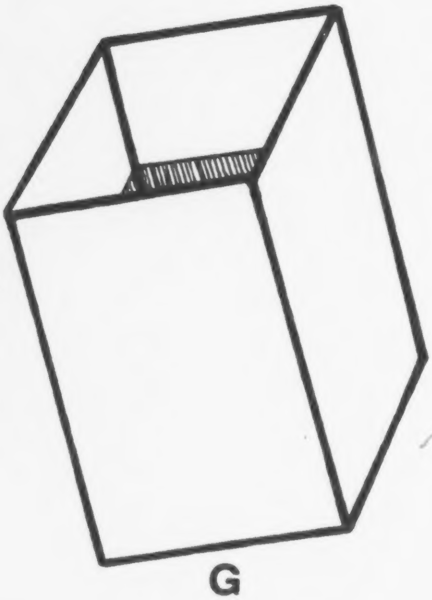
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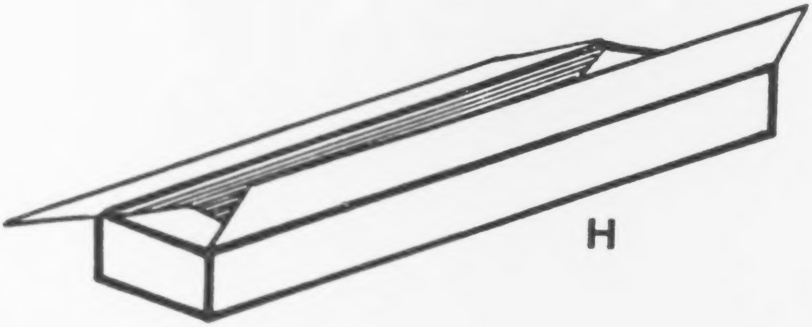
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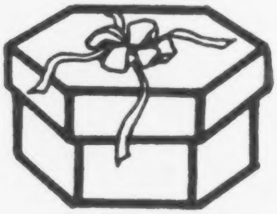
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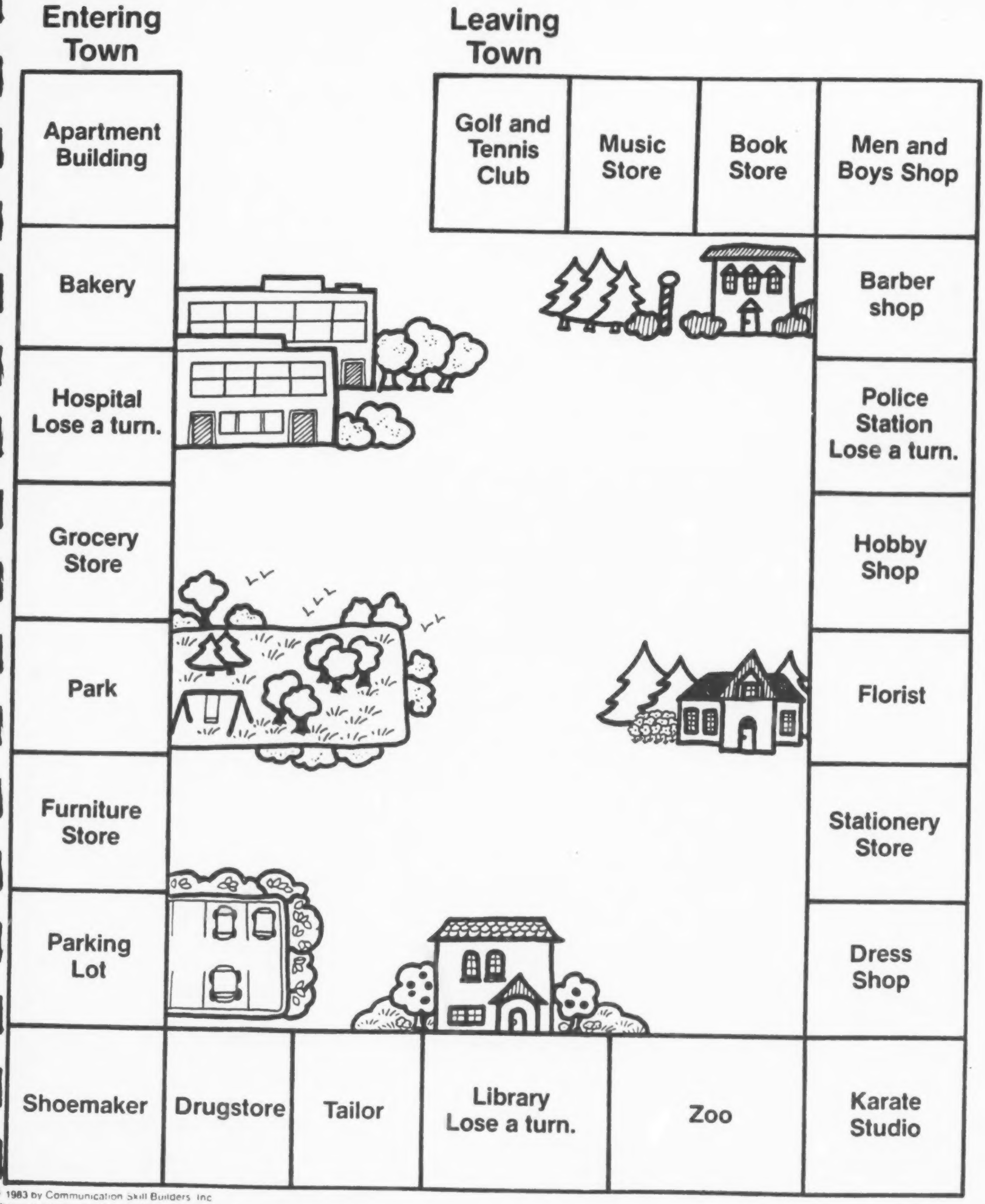
85 Town Center



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99 Cause and Effect

The police came.	The bird flew away.	The car did not start.	His finger hurt.	The tire was flat.	The toast burned.	Start

The dog barked.

The baby cried.

The lights went out.

He got a new suit.

The groceries spilled.

She couldn't open the door.

The baby fell down.	They lost the game.	The crackers were stale.	She didn't eat lunch.	They woke up early.	She couldn't cut the meat.	End

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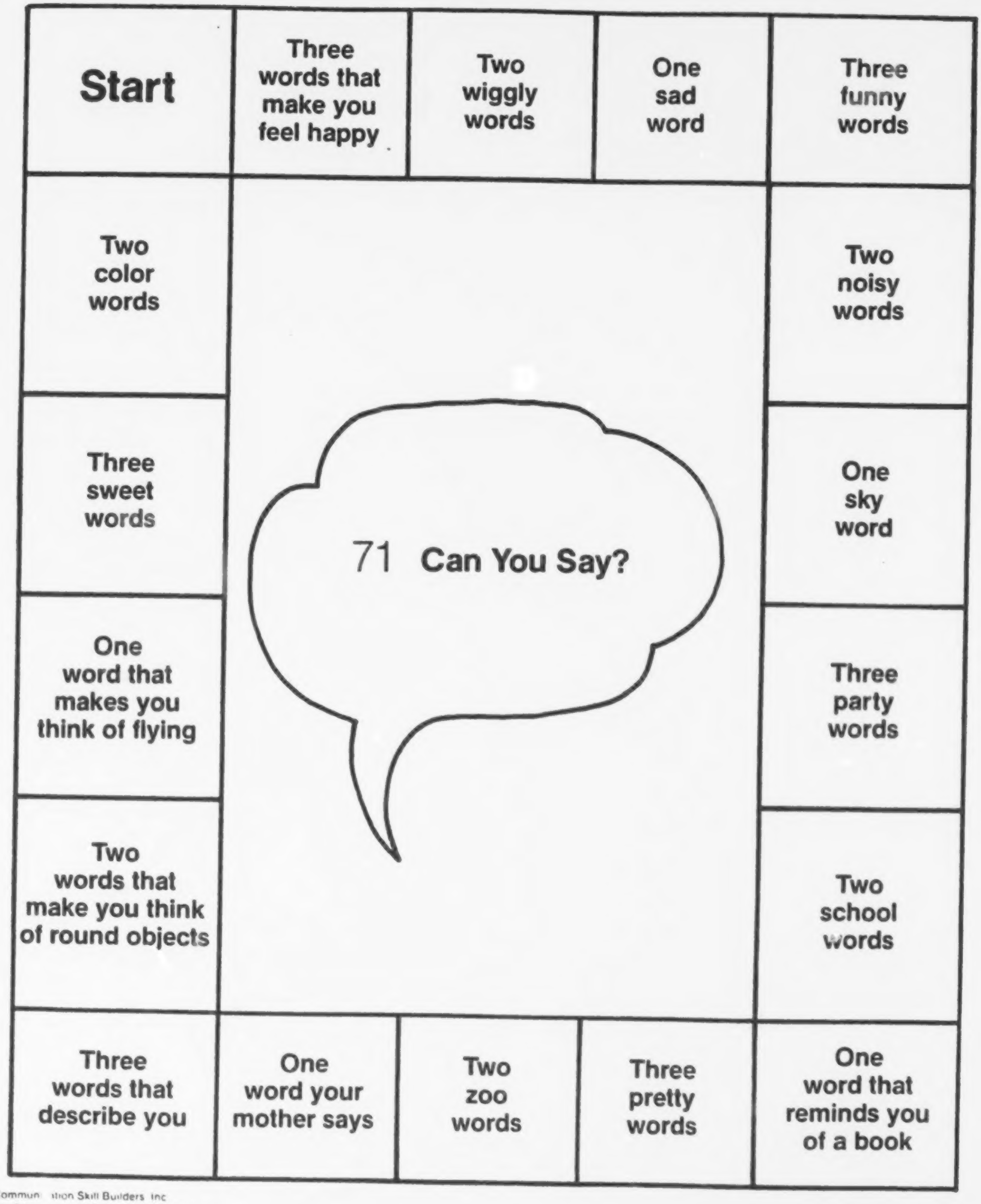
71 Can You Say?



Start	Three words that make you feel happy	Two wiggly words	One sad word	Three funny words
Two color words				Two noisy words
Three sweet words				One sky word
One word that makes you think of flying				Three party words
Two words that make you think of round objects				Two school words
Three words that describe you	One word your mother says	Two zoo words	Three pretty words	One word that reminds you of a book

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#5

SECOND GRADE SUMMER SCHOOL

DON'T MISS IT!!

"CREATIVE IDEAS FOR IMPROVING COMPREHENSION"

A PARENT WORKSHOP

~WAYS TO HELP YOUR CHILDREN~

HOW MANY WORDS START WITH "RAIN"?
RAINING! RAINCOAT! RAINFALL!
DOOR PRIZES! HANDOUTS! DISPLAYS!
TAKE-HOME PROJECTS! DEMONSTRATIONS!

DATE: Tuesday, 7-7-92
TIME: 9:00-12:00 and 6:30-8:30 pm
PLACE: BEACH SCHOOL, ROOM A6
CHILDCARE: A8
RENT·CHILD SPECIALIST: LAURIE GORDON
280-6236

Parent Workshop #5

Creative Activities to Develop Vocabulary and Comprehension

Video:

"Little Things Mean Alot"

Discussion re: info presented.

Intro to today's topic:

Frank Smith, a well known expert in the area of reading, says that to comprehend is to understand. Comprehension is not the measure of what we have learned. Reading comprehension is bringing our prior knowledge to the task of reading in order to understand the text. We understand a situation when we are able to use our prior knowledge of similar situations to predict or ask questions as to what will happen.

Brainstorm: What is the result, in terms of reading, when a child has a limited variety of experiences?

Because we all bring different prior knowledge to similar print experiences, our questions or predictions will differ. Hence no two people will comprehend or understand a passage in exactly the same way. In fact, because of differences in prior experiences, the meaning that the author puts into the text will not match precisely the comprehension of the reader. Even then, if a period of time passes between the writing of a book and the author's re-reading of it, the meaning of the text may have changed because of changes in the prior knowledge that is now brought to the reading.

***** To become successful readers, children must come to realize that the purpose of reading is to construct meaning for the text. They must also realize that this meaning must be constructed from their own prior knowledge of similar experiences and their knowledge of how language fits together. The child must learn to ask 2 key questions as s/he reads: "Does this make sense?" and "Does this sound like language?"

*** At home, when children are read to by their parents (another plug for Read-Aloud), the children learn to expect what is read to make sense and to sound like language. As children grow older, we want to encourage them not to be barkers at print, but constructors of meaning. (Discuss fluency of preschool 'reading'/story re-telling in contrast to stumbling.halting reading of older children).

Comprehension is not about answering someone else's questions (teacher centered). It is the readers predictions and questions being answered. It is vital that we do not let children slip into the rut of 'reading' that focuses so intently on decoding that the child has not energy for/focus on meaning.

Activity:

Present several items on a tray. Assign one item to each person present. Without touching the item, have each person guess what is inside, describe it in terms of taste, appearance, texture, color, etc.

Have each person pick up their item from the tray. Has your comprehension of what is inside the item changed? How? Why?

Home Activities:

Improving Comprehension through Verbal Expression Activities:

1. Commercial materials and games that develop language skills are great. Password, Scrabble, Boggle, Mad Libs, crossword puzzle books for kids, language activity books.

2. If you're a dramatic family, take advantage of it! Pantomime, improvisations, role-playing, puppetry, verbal brainstorming, problem-solving, lively discussions all make language learning and comprehension come alive.

3. Provide a collection of small interesting objects or have each family member bring an object of his/her own choice. Give 2 minutes to have each person tell as much as they can about their object (i.e. name, use, parts, color, texture, composition, similar to, origin). Have other family members add more info from their own experience. Compete to bring the most unique items to the game.

4. Have family members describe themselves. Suggest starters such as I am, I have, I wear, I live at, I am good at, I will be, I wish, I can, I don't like. Again, have other family members add more info from their own experiences.

5. Give one family member a picture of a face, object or scene (keep it simple). Have him/her describe it to the family. Each person draws pictures according to the description. Compare pictures when finished.

6. Have a joke telling session. Encourage effective use of inflection, characterization and pauses.

7. Read and act out cartoons from the Sunday comics. Emphasize characterization through voice and body movement.

8. Let your child be a critic. Have him/her give reviews of books, TV shows, movies, tapes, school events. Cue for content, sequence and clarity.

9. Take pictures of a trip or important family event. Have child make up and tape or write a commentary to go with the photos. This can be taped.

10. Listen to a recording of an old radio show like "Life of Riley", "Inner Sanctum", or "Jack Armstrong" (available through the public library). Listen to and discuss the story, the voices and sound effects, the narration. Re-tell the story in sequence.

11. Show a picture from a book or magazine of people in a situation (operating room, carnival, office, etc.). Have child select a character from the picture that they would like to be and make the scene come alive with an improvisation. Work on characterization, verbal interaction and development of a story.

b. Improving Comprehension through Grammar/Vocabulary Activities:

12. Play Mad Libs (Price/Stern/Sloan Publishers, available at bookstores). Call for a proper noun, an adjective, a verb, a plural noun. etc. and insert the word the child suggests into a prepared story. The child then reads the story back. The story will be either humorous or it will not make sense. Discuss.

13. Select a popular song. Write out the words. Have child find nouns, verbs, adjectives, rhyming words, words with silent letters and so forth. Take advantage of your child's current musical tastes!. Rewrite the song substituting synonyms children suggest, and then sing it.

14. Have child dictate to you or write out a mini-story. Write the story with no punctuation. Give the child a copy and let him/her punctuate it and then read it aloud.

15. Name an adjective like huge. Child names nouns it could describe like dinosaur, truck, explosion.

16. Name a verb like walks. Have child think up and act out adjectives that go with it (i.e. swiftly, lazily. etc.)

17. Use newspapers to build vocabulary. For instance, find and list interesting verbs on the sports page. Discuss multiple meanings. (i.e. sweep, pound, pelt, clinch, trail, succumb, sacrifice, muster).

18. Have child cut out large-type letters from ads. Arrange these in random order. Give your child a list for a scavenger hunt (or do it as a team). Example:

find four nouns
five adjectives
one exclamation
words in a category
the shortest word
word that rhymes with ___

C. Improving Comprehension through Cognitive Language Skills

19. Word Webs: Now used in school in many ways- writing, science, social studies, the interpretation of literature, counseling, vocabulary development. Word webs are creation of a diagram on which relationships among words/phrases are arranged to reflect understanding. Webbing can be done as simply as choosing a central character or event and having children brainstorm words and phrases that are related. Have child tell why/how they are related.

20. Book Bingo: Put major characters, objects, places and events on a blank Bingo card. Give oral clues (i.e. He blew their houses down.), have child cover corresponding words/phrases with a marker and explain why.

21. Lazy Letters: Have the child write (dictate/multiple choice, etc.) a letter to or from a character in a book (i.e. The 3rd little pig writing a letter to his mother about the pig's adventures).

22. Storyboards: Have child illustrate major elements of a story or use copies of actual story illustrations.
- Have child sequence pictures as in the book.
- Have child sequence pictures in his/her own way and tell own story.
- Have child select appropriate picture as you read text.

Our Experiences and our own Parenting

1. We are influenced as parents by many factors, among them are our own childhood experiences/parents methods. We are challenged to examine our understanding about parenting that stems from our own experiences and observations with our own parents. AS we examine our understanding we often ask the same questions we want our children to ask in their reading..."Does this make sense?"

2. Concept of "Good" parent and Responsible parent. (Present and discuss STEP materials pp.27-29 here)

Conclusion

-Present and discuss handouts.

-Review: What have we learned today?
What will you use from today?

Parent Workshop #5

Creative Activities to Develop Vocabulary and Comprehension

Home Activities:

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13. Select a popular song. Write out the words. Have child find nouns, verbs, adjectives, rhyming words, words with silent letters and so forth. Take advantage of your child's current musical tastes!. Rewrite the song substituting synonyms children suggest, and then sing it.

14. Have child dictate to you or write out a mini-story. Write the story with no punctuation. Give the child a copy and let him/her punctuate it and then read it aloud.

15. Name an adjective like huge. Child names nouns it could describe like dinosaur, truck, explosion.

16. Name a verb like walks. Have child think up and act out adjectives that go with it (i.e. swiftly, lazily. etc.)

17. Use newspapers to build vocabulary. For instance, find and list interesting verbs on the sports page. Discuss multiple meanings. (i.e. sweep, pound, pelt, clinch, trail, succumb, sacrifice, muster).

18. Have child cut out large-type letters from ads. Arrange these in random order. Give your child a list for a scavenger hunt (or do it as a team). Example:

find four nouns
five adjectives
one exclamation
words in a category
the shortest word
word that rhymes with ___

C. Improving Comprehension through Cognitive Language Skills

19. Word Webs: Now used in school in many ways- writing, science, social studies, the interpretation of literature, counseling, vocabulary development. Word webs are creation of a diagram on which relationships among words/phrases are arranged to reflect understanding. Webbing can be done as simply as choosing a

central character or event and having children brainstorm words and phrases that are related. Have child tell why/how they are related.

20. Book Bingo: Put major characters, objects, places and events on a blank Bingo card. Give oral clues (i.e. He blew their houses down.), have child cover corresponding words/phrases with a marker and explain why.

21. Lazy Letters: Have the child write (dictate/multiple choice, etc.) a letter to or from a character in a book (i.e. The 3rd little pig writing a letter to his mother about the pig's adventures).

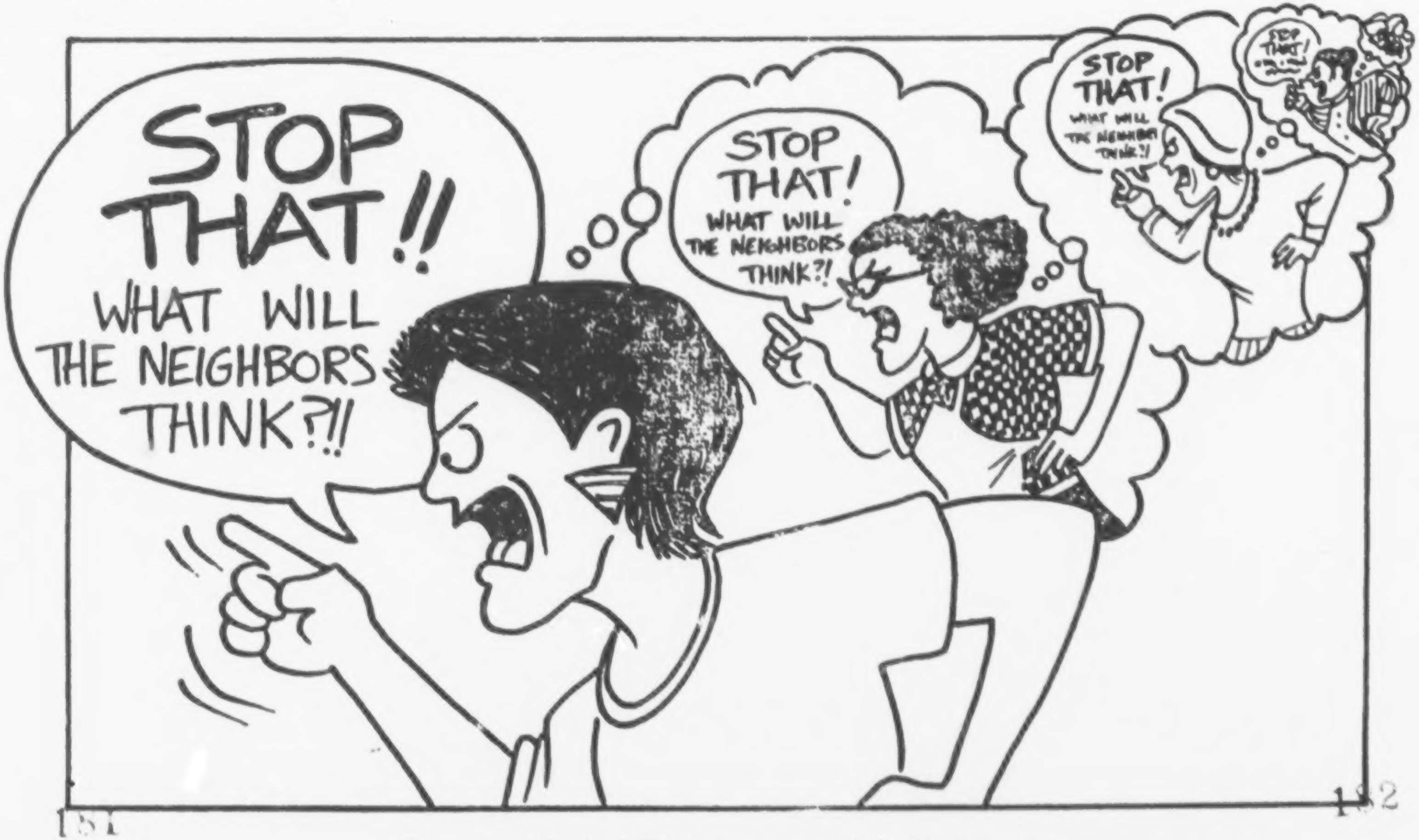
22. Storyboards: Have child illustrate major elements of a story or use copies of actual story illustrations.
- Have child sequence pictures as in the book.
- Have child sequence pictures in his/her own way and tell own story.
- Have child select appropriate picture as you read text.

POETRY

Find me
A poem.
Let me
Dream its dream,
Hear its song,
Make it mine.
Tell me
Not that
Your mind knows
The poet's path
And my fancy
Is but false.
We poets
Know that
Words with wings
Never fly
The same path
Twice.
A poet's words
Invite
The mind
To fly,
They give not
The destination.

Orin Cochrane

to have their own way.


STOP THAT!! WHAT WILL THE NEIGHBORS THINK?!!
STOP THAT! WHAT WILL THE NEIGHBORS THINK?!
STOP THAT! WHAT WILL THE NEIGHBORS THINK?!
STOP THAT!

Our own upbringing influences our present behavior as parents.

Differences Between the "Good" Parent and the Responsible Parent

"GOOD" PARENT			RESPONSIBLE PARENT		
Parent's Belief	**Possible Parent Behaviors**	**Possible Results for Child**	**Parent's Belief**	**Possible Parent Behaviors**	**Possible Results for Child**
I must control.	Demands obedience. Rewards and punishes. Tries to win. Insists parent is right and child is wrong.	Rebels—must win or be right. Hides true feelings. Feels anxious. Seeks revenge; feels life is unfair. Gives up. Evades, lies, steals. Lacks self-discipline.	I believe the child can make decisions.	Permits choices. Encourages.	Feels self-confident; tries. Contributes. Cooperates. Solves problems. Becomes resourceful.
I am superior.	Pities child. Takes responsibility. Overprotects. Acts self-righteous. Spoils child. Shames child.	Learns to pity self and to blame others. Criticizes others. Feels life is unfair. Feels inadequate. Expects others to give. Feels need to be superior.	I am equal, not more or less worthwhile than others.	Believes in and respects child. Encourages independence. Gives choices and responsibility. Expects child to contribute.	Develops self-reliance and responsibility. Learns to make decisions. Respects self and others. Believes in equality.
I am entitled. You owe me.	Is overconcerned with fairness. Gives with strings attached.	Doesn't trust others. Feels life is unfair. Feels exploited. Learns to exploit others.	I believe in mutual respect.	Promotes equality. Encourages mutual respect. Avoids making child feel guilty.	Respects self and others. Has increased social feeling. Trusts others.
I must be perfect.	Demands perfection from all. Finds fault. Is overconcerned about what others think; pushes child to make self look good.	Believes he/she is never good enough. Becomes perfectionistic. Feels discouraged. Worries about others' opinions.	I am human; I have "courage to be imperfect."	Sets realistic standards. Focuses on strengths. Encourages. Is not concerned with own image. Is patient.	Focuses on task at hand, not on self-elevation. Sees mistakes as challenge to keep trying. Has courage to try new experiences. Is tolerant of others.
I don't count. Others are more important than I.	Overindulges child. Becomes "slave." Gives in to child's demands. Feels guilty about saying no.	Expects to receive. Has poor social relationships. Does not respect rights of others. Is selfish.	I believe all people are important, including myself.	Encourages mutual respect and contribution. Refuses to be "doormat." Knows when to say no.	Has good social relationships. Respects the rights of others. Is generous.

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Understanding Your Child and Yourself

1. Emotions serve a purpose. Our emotions always support our real intentions.

2. Our feelings don't "just happen." We bring them about.

3. Our feelings are influenced by our beliefs.

4. "Sensitive" children try to force us to treat them as special.

5. Emotions can be used to control and retaliate against others, or to protect and excuse ourselves from functioning.

6. You are responsible for your own feelings and behavior.

7. A feeling of competition between brothers and sisters discourages certain traits and stimulates the development of others.

8. The child's position in the family constellation influences but does not determine personality and behavior. In the final analysis, each individual makes his or her own decisions.

9. Misbehaving children are discouraged children.

10. "Good" parents are so involved with their children that they believe they must do everything for them.

11. Avoid "snoopervising" the child's every move.

12. "Good" parents rob children of self-confidence and independence.

13. When you protect children from the consequences of their behavior, you are preventing them from learning.

14. Responsible parents give children choices and let them experience the results of their decisions.

15. Be kind; show respect for your child. Be firm; show respect for yourself.

16. Setting high goals and placing a premium on being best will influence your child to give up if she or he cannot be the best.

17. Pity tells a child you believe he or she is incapable.

18. Children display inadequacy in order to be excused or to get special service.

19. It is in the best interests of children to help them become responsible.

20. Controlling, dominating, overprotecting, and pitying all violate respect for the child.

Dear Father,

I have
- ☐ been eaten by a frog.
- ☐ become a truck driver.
- ☐ married a prince.

When the huntsman took me away I
- ☐ went scuba diving.
- ☐ become lost in the woods.
- ☐ set fire to your castle.

I finally found
- ☐ the cottage of the seven dwarfs.
- ☐ a motel.
- ☐ the home of the big bad wolf.

I lived with the
- ☐ big bad wolf
- ☐ dwarfs
- ☐ trucker

but the wicked queen
- ☐ tried to kill me.
- ☐ ran off with the seven dwarfs.
- ☐ made me marry a frog.

I bit into a
- ☐ frog
- ☐ poison apple
- ☐ medium-sized pizza

and fell into a
- ☐ deep sleep.
- ☐ pond.
- ☐ hole in the road.

The seven dwarfs thought I was
- ☐ dead.
- ☐ drunk.
- ☐ faking.

Fortunately a
- ☐ frog
- ☐ prince
- ☐ trucker

kissed me and I
- ☐ woke
- ☐ threw
- ☐ slipped

up.

Your loving daughter,
Snow White

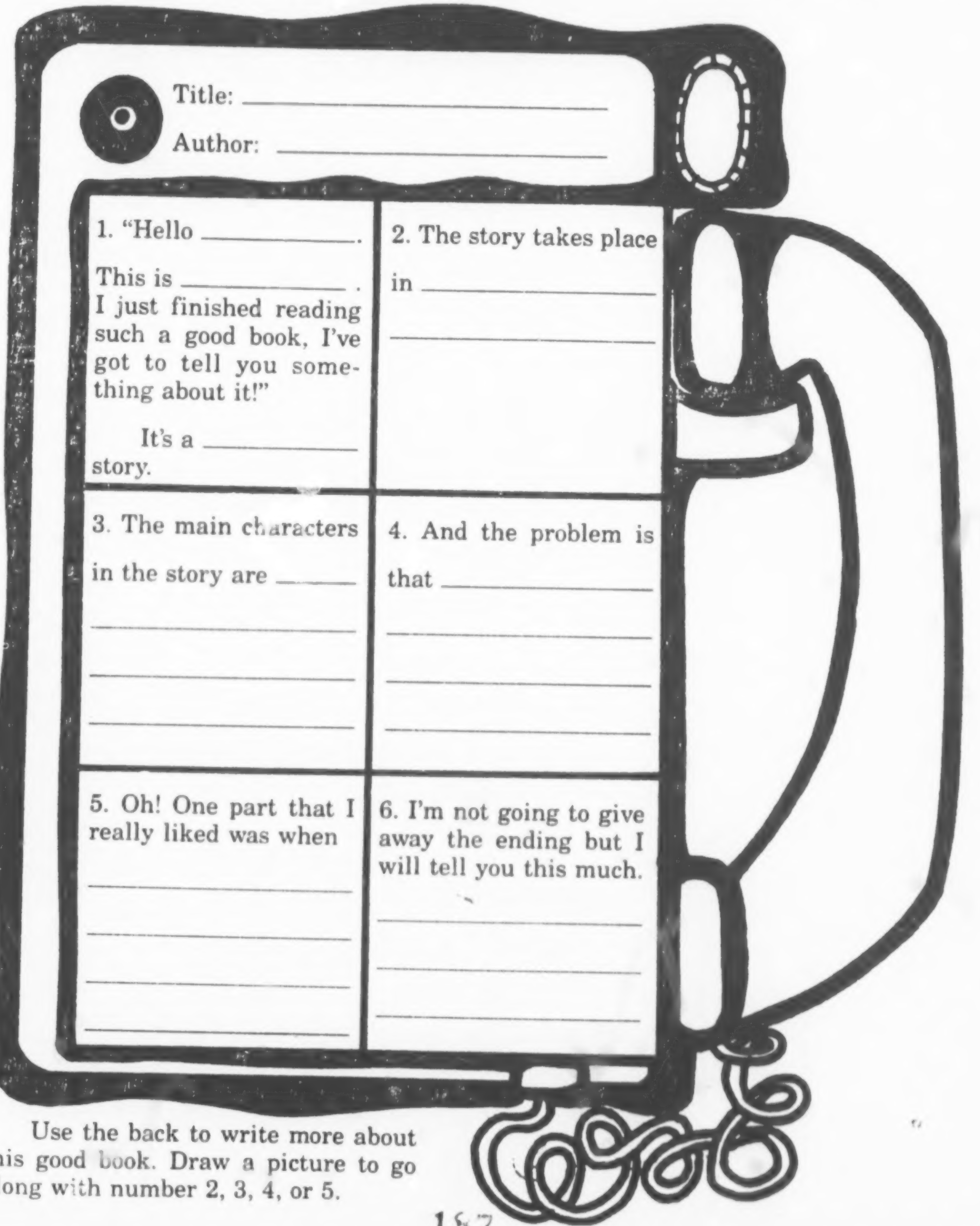
Figure 2.2 A example of a lazy letter based on the story of Snow White

Name ______________________ Date ______________________

GOOD BOOK HOT LINE

6–1

Pretend that you just finished reading your favorite book to date, and you can't wait to tell your best friend about it, so you will have to make a phone call to tell all about it.



Title: ______________________

Author: ______________________

1. "Hello ____________. This is ____________. I just finished reading such a good book, I've got to tell you something about it!" It's a ____________ story.	2. The story takes place in ______________________ ______________________
3. The main characters in the story are ______ ______________________ ______________________ ______________________	4. And the problem is that ______________________ ______________________ ______________________ ______________________
5. Oh! One part that I really liked was when ______________________ ______________________ ______________________ ______________________	6. I'm not going to give away the ending but I will tell you this much. ______________________ ______________________ ______________________

Use the back to write more about this good book. Draw a picture to go along with number 2, 3, 4, or 5.

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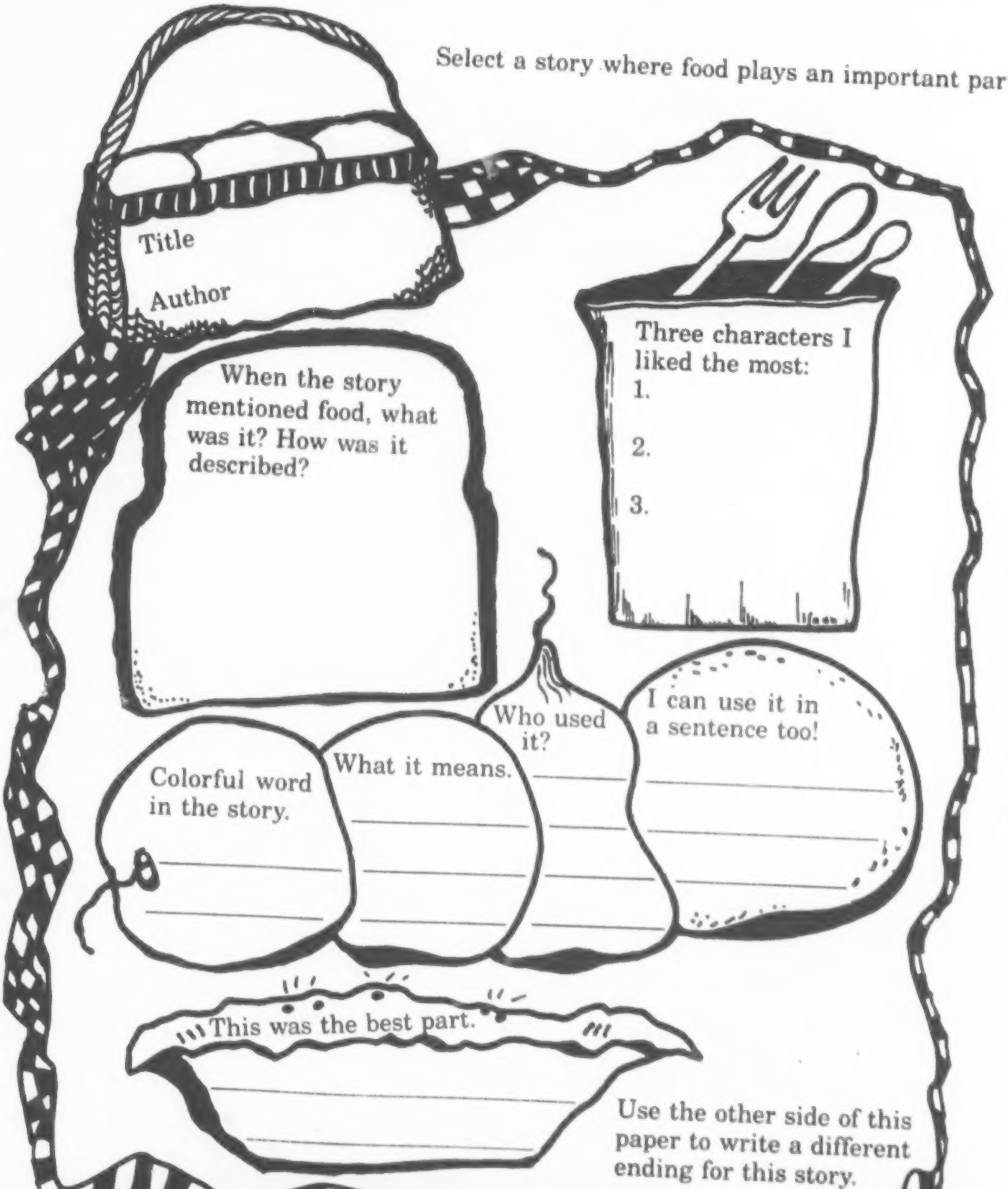
Name ______________________ Date ______________________

EATING YOUR WAY THROUGH A GOOD STORY

5–7

Select a story where food plays an important part.



Title

Author

When the story mentioned food, what was it? How was it described?

Three characters I liked the most:
1.
2.
3.

Colorful word in the story.
____
____

What it means.
____
____
____

Who used it?
____
____
____
____

I can use it in a sentence too!
____
____
____
____

This was the best part.
____
____

Use the other side of this paper to write a different ending for this story.

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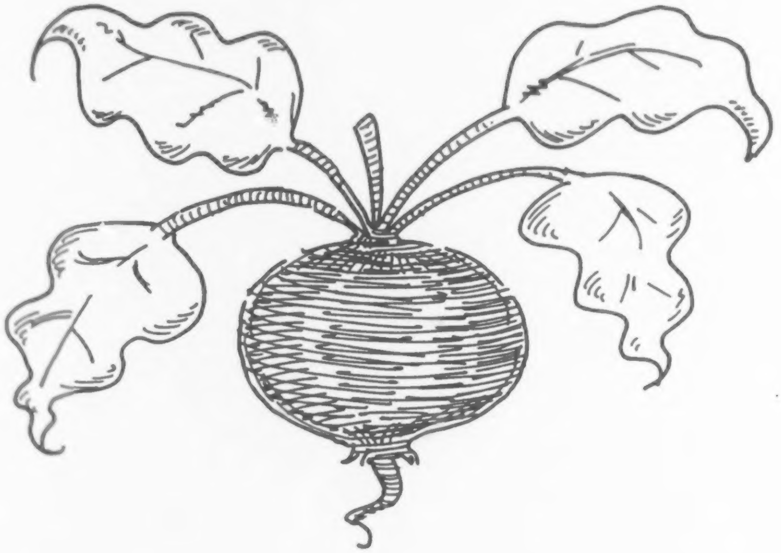
Beet



Description

A beet is globe-shaped with firm, deep red flesh. The leaves are green with red veins.

Fun Facts

- Though we usually eat the root of this vegetable, beet tops can be used as salad greens.
- Raw beets are a good source of vitamins A and C and potassium.
- Although the most common color of the beet is red, a beet can be orange, yellow, or almost white. All types taste the same.

Activity

Stimulate your students to do some creative thinking. Beets are known for their intense red color. In fact, when someone blushes from embarrassment we often say that they look "as red as a beet." Encourage students to form groups and brainstorm a list of items that are beet red. Or, invite each student to write or tell about a time when they turned "as red as a beet."

NAME ______________________ DATE ________

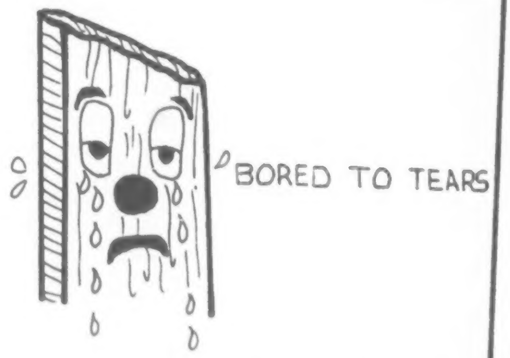
I've Heard It Before

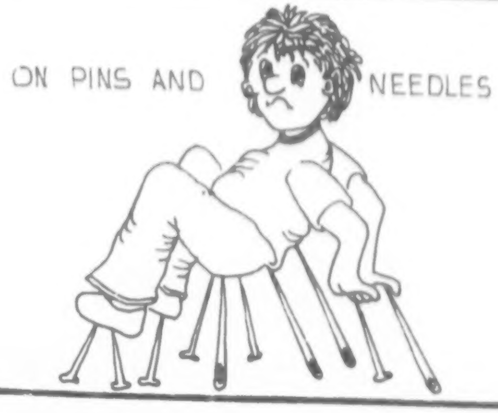
DIRECTIONS: There are some phrases that people use again and again. If an expression is used too much, it is called a cliché (klē-shā′). You can make a minibook illustrating some of these clichés. The illustrations can be funny ones that show exactly what the words—not the cliché—mean. Use the pictures below to start your book, and make more pictures for some of these clichés.

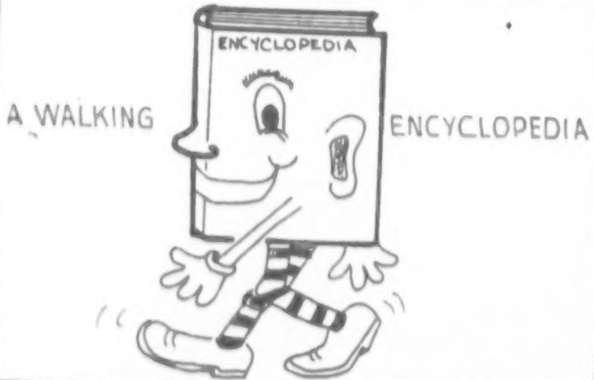
1. Alive and kicking
2. Cute as a button
3. Face the music
4. Costs a pretty penny
5. Have a green thumb
6. Lend an ear
7. In hot water
8. Read between the lines
9. In a nutshell
10. Born with a silver spoon in one's mouth
11. Fall head over heels in love
12. Through thick and thin
13. Keep a stiff upper lip
14. Leave no stone unturned
15. Money talks
16. Clean as a whistle
17. Put the cart before the horse
18. Time flies
19. Eat one's heart out
20. Kill two birds with one stone

If you enjoy reading these clichés, you may want to get the book by Bernice Kohn called *What a Funny Thing to Say!* (Dial Press, 1974). This book tells you how words and slang expressions got started.

MY MINIBOOK
OF
CLICHES
by
____

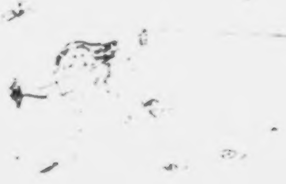




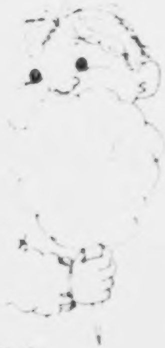


From *Read All About It!* © 1979 Goodyear Publishing Company, Inc., Harry W. Forgan, and Bonnie F. Striebel

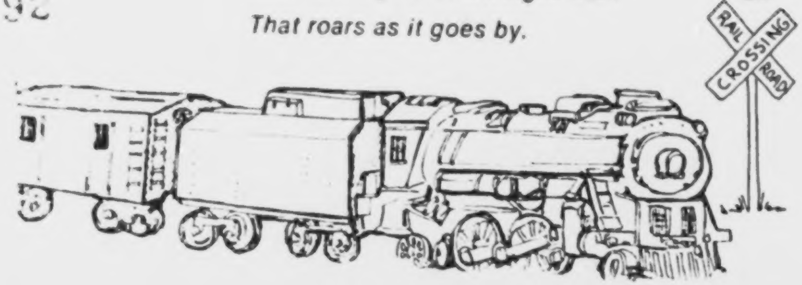
POEMS ARE FUN TO READ!



Can you read this poem?



I like cotton candy.
And peanut butter pie.
I like kites that dip and dive
Their way across the sky.
I love to hear a furry kitten's
Tiny little cry,
And the engine of a freight train
That roars as it goes by.



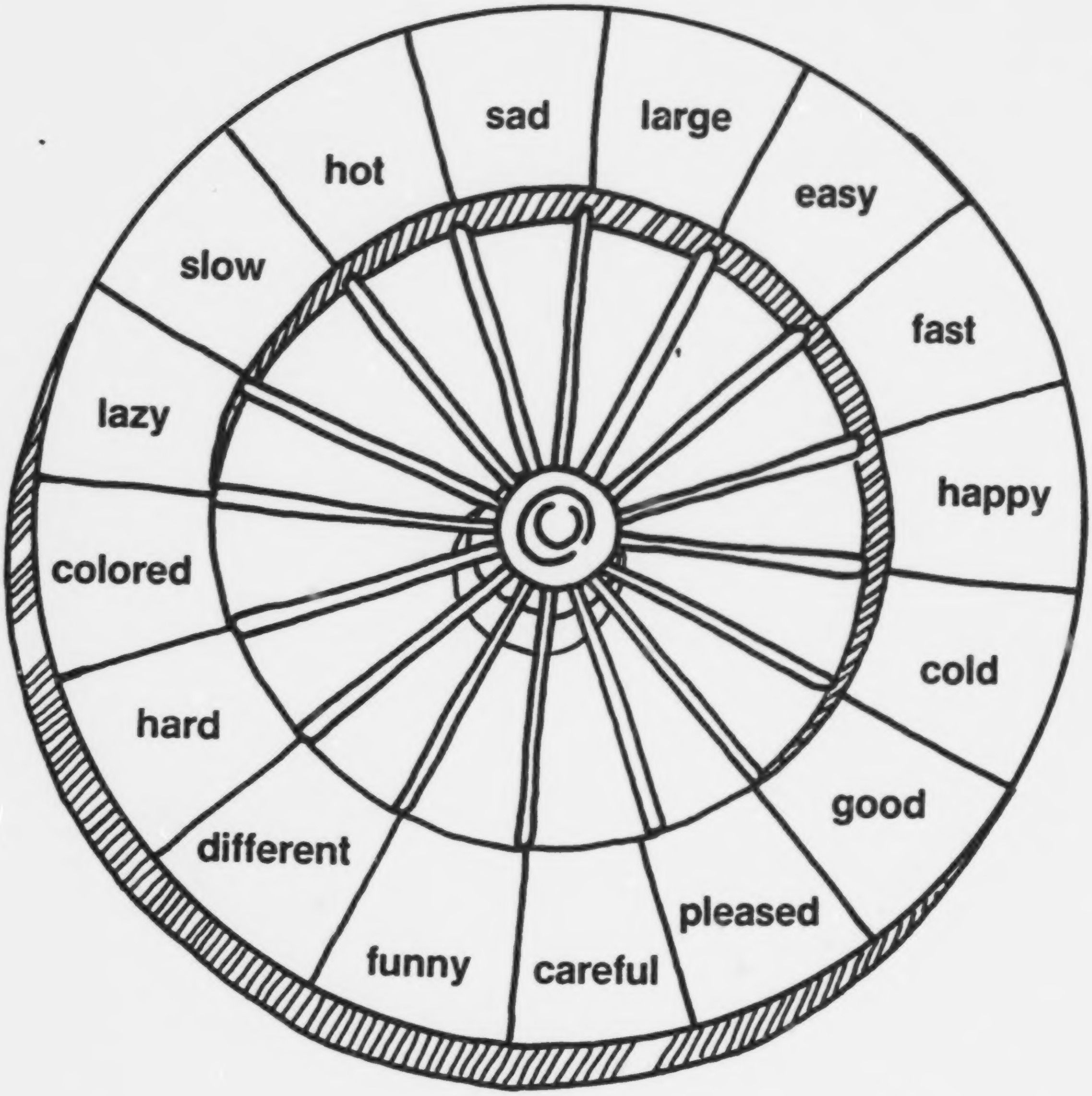
What part of the poem do you like best?

Find the words in the poem that rhyme.

Can you supply the words to finish this poem?

"I like lots of things, you see,
But most of all, I like !

52 Wagon Wheel



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54 **Guessing Game**

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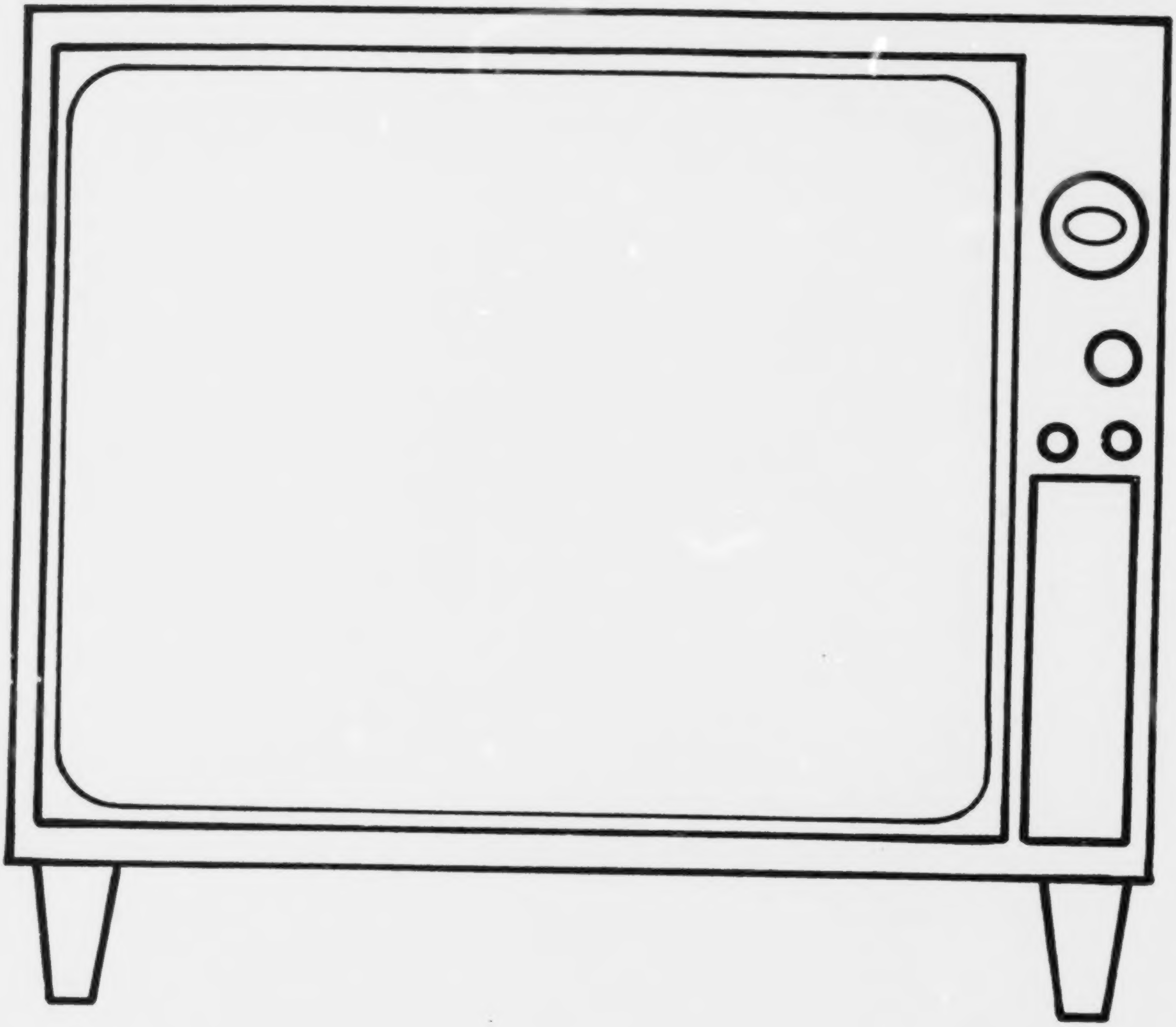
58 Prime Time



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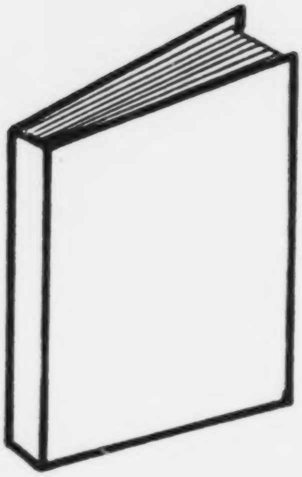
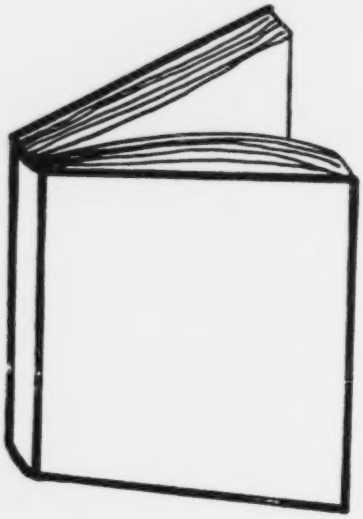
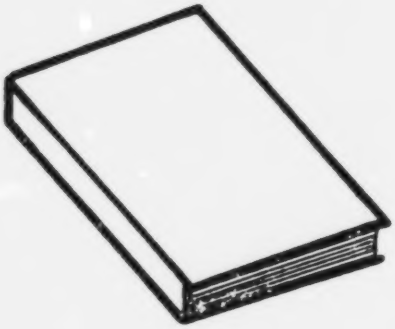
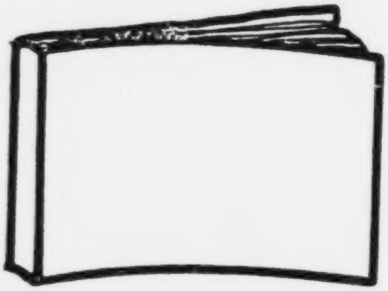
59 Book Covers









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DON'T MISS IT!!

"FAMILY WORD GAMES AND ACTIVITIES"

~ A PARENT WORKSHOP

~ WAYS TO HELP YOUR CHILDREN ~

HOW MANY WORDS START WITH "RAIN"?
RAINING! RAINCOAT! RAINFALL!
DOOR PRIZES! HANDOUTS! DISPLAYS!
TAKE-HOME PROJECTS! DEMONSTRATIONS!

DATE: Thursday, July 9
TIME: 9:00-12:00 and 6:30-8:30pm
PLACE: BEACH SCHOOL
RM A6
CHILDCARE: RM A8

PARENT-CHILD SPECIALIST: LAURIE GORDON
280-6236

Parent Workshop #6

Family Verbal Games and Activities

Review:

Present and discuss features related to reading that were discussed at previous workshops:

"The Key": Learn to Read with The Oregonian
Accent on Today's Kids in the Living Section-----both in the Wed. edition of the Oregonian

Intro:

Today we are going to discuss a wide variety of ideas that your family can use to help your children experience success in school, particularly in the areas of language, reading and writing. In previous sessions we have generated many ideas. Those presented today will fit in with, and compliment, what we have already discussed.

The Family Meeting

Discuss: Does anyone hold regularly scheduled family meetings? ever hold family meetings? What are your feelings? experiences with meetings?

The family meeting is the appropriate time to plan family fun and to share good experiences and positive feelings toward each other. Regular meetings can promote family harmony by providing time for establishing rules, making decisions, recognizing good things happening in the family, and pointing out strengths of individual family members.

The family meeting is a regularly scheduled meeting of all family members. The topics are their beliefs, values, wishes, complaints, plans, questions, suggestions. It is an opportunity for all to be heard on issues arising in the family.

Some parents object to the idea of regular meetings. "We don't need them", "Our family holds a continual family meeting. We discuss things like this all the time."

Nevertheless, a routine time for family meetings promotes a definite committment on everybody's part to share in family concerns. The meeting time should be convenient for everyone but if someone chooses not to attend, s/he will have to accept the of not attending. For example, the rest of the family might make decisions which will affect them.

Summary: The family meeting provides opportunities for:

* Being heard.
* Expressing positive feelings about one another and giving encouragement.
* Distributing chores among family members.
* Expressing concerns, feelings and complaints.
* Settling conflicts and dealing with recurring issues.
* Planning family recreation.

Discuss:
What other functions can you imagine that family meetings might provide for your family?
How does the family meeting relate to topics we have discussed re: children's success at school?
How does it relate to :
1. Family reinforcement od child's self-esteem?
2. Family work habits?
3. Family support of academics?
4. Family participation in stimulating activities?
5. Family emphasis on language development?
6. Family academic expectations?

Initiating the meetings:

Sometimes a formal procedure is welcomed by children. They sense the importance of it from the very start. At the first, exploratory meeting, explain the purposes and procedures of family meetings and ask the children if they would be interested. If the children say yes, discuss the format for succeeding meetings:
1. We will read and discuss what happened at the last meeting.
2. We will discuss any old business, evaluate previous decisions, discuss unresolved issues.
3. We will discuss new business, including plans and family fun.
4. We will summarize the meeting reviewing decisions and committments.

If your children resist meetings that are formal or which emphasize chores, you can start out more casually. For example, you might begin by planning a recreation activity in an informal session after dinner. You might say, "How about doing something together this Sunday; perhaps some kind of outing? Does anyone have ideas about where we could go?"

After everyone agrees on an itinerary, the family can decide on the time for the outing, who will do what in preparation, etc.

When the day of the outing comes, expect the children to carry out the responsibilities they chose. If someone forgets, do not single him/her out and do not rescue the situation. Let everyone experience the consequences. Your goal is to reinforce teamwork and interdependence, not to play detective or overseer.

As family members learn to cooperate, you can informally begin to introduce problems and the necessity of household chores. As the group becomes accoustomed to working through problems and planning family fun, you can reintroduce the idea of family meetings to take care of family business on a weekly basis.

****Present "Essentials of Family Meetings".
Discuss Guidelines and Pitfalls.

****Present and Discuss: "Points to Remember"

Family Verbal Games and Activities:

Activities:

1. Do family surveys on different subjects. Ask opinions, do 'person on the street' interviews about topics of interest (Where do you think we should go on our vacation? Should Mom get fake fingernails? Would my hair look good purple?) Graph the results of your survey and display for the family to see.

2. Make a 'Family Journal' after a vacation, special event, major family change. Have every family member write (dictate or draw) a piece related to the topic. This could be as extensive as a complete summary of an event or as brief as a picture of the 'funniest thing that happened on our vacation'. You can also supplement with pictures, snapshots, brochures, matchbooks, leaves, sand, ... any souveniers that can be glued in a book.

3. Utilize inexpensive plastic picture frames to preserve and display pictures, writing, projects that children (and parents!) produce. These are invaluable for creating family history, building self-esteem, honoring an individual, providing a 'pick you up' on someone's low day.

4. Create a family cookbook. This can be as simple as a scrapbook with favorite recipes glued in it (have the recipe lover autograph and write a comment by the recipe). Recipes can be illustrated. The book can be xeroxed and everyone can have a personal copy when it is completed.

5. Use the TV section of the Sunday paper. Have each family member pick a different day and decide on the best program for the day. You can even make a chart (or use your refrigerator) and use 3x5 cards to write down the name, time and channel for the best show of the day. Have the family watch some of these "Best Bets' together and then discuss their content and whether they lived up to the expectations.

More Word Games:

1. Take compound words and challenge kids to make up two or three word definitions using synonyms (words that have similar

meanings). Be prepared to help by breaking compound words apart with kids. (Ex. highchair---tall seat).

2. For a quirky rhyming activity, have children complete rhyming couplets using famous names (Ex: Buffalo Bill climbed a hill
met Jack and Jill
was very ill)

3. Work on inferences and have fun too. Have kids make up 3 clue riddles and try them out on the family. (Ex: I go round and round. You ride in me. I can be seen at a carnival. (ferris wheel)).

4. Play this listening/sounds game. You need: a baggie of tokens (anything will do: beans, toothpicks, etc.) and the following clues written on 3x5 cards.

Name something that rings.
Name something that clanks.
Name something that whistles.
Name something that is high-pitched.
Name something that coos.
Name something that purrs.
Name something that whispers.
Name something that cries.
Name something that booms.
Name something that screeches.
Name something that squeals.
Name something loud.
Name something that sings.
It is quiet.
It trickles.
It quacks.
It buzzes.
It honks.
It chirps.
It hoots.
It crows.
Name something that roars.
It chatters.
It bleats.
It grunts.
Name something that grunts.
Name something that groans.
Name something that barks.
Name something that squeaks.
Name something that jingles.
Name something that clicks.
Name something that speaks.

In turn, players choose a card, read the clue and name as many things as they can think of to fit the noise mentioned. The rest of the players are the judges. One token is given for every correct answer. The player with the most tokens wins.

5. Play this car game about associations. State two words. Challenge your child to figure out how the words are related.
(Ex: fun-done They rhyme.
cake-tone They both have silent e, both have 4 letters.
apple-dish You put an apple in a dish.
Variation: One child tells how words 1 and 2 are related. The next tells how 2 and 3 are associated, and so on. (Ex:
apple-dish You put an apple in a dish.
dish-tire The dish and tire are both round.
tire-cat The tire and cat both move on the ground.)

6. Give each family member a word, character name, book title, etc. See who can brainstorm the longest list of words associated with their topic.

7. Play games with secret codes. Make up alphabet, symbol, picture codes together. Leave secret messages.

8. Play "Partner Words". Some words stay together like partners. For example, when someone says "peanut butter" the words "and jelly" often will pop into your head. Here are some games you can play that may help children notice these go-together words.

a. Have family members finish each phrase:

aches and _____
back and ______
black and _____
_____ and kisses
_____ and found
_____ or never
_____ and lightening
animal, vegetable or _____
bacon, lettuce and ______
reading, writing and _____
up, up, and ______

b. Have each family member try to think up at least 2 examples of partner words.

c. Just because 2 or 3 words usually go together doesn't mean they must go together. Rewrite some of the groups from above by dropping one of the old partner words and replacing it with a new one. Results can be silly or serious.

9. In-Out Game.
On one portion of a paper, the leader writes 3 or 4 words that belong to an unidentified "In" group. Next to these words are written samples from the "Out" group.

Example:

In	Out
comb	brush
knee	ink
palm	down

Next, the leader tosses out a word and asks the other players if it belongs in the "in" or "out" group. For example, where does lamb belong? (The "in" group). Keep giving clues and words until the groups can be labeled. (In this case, the "in" group is words that contain a silent letter.

10. Nonhuman Dictionary

Suppose other kinds of beings made dictionaries. Play this word game (it can also be a writing activity).

Pick an animal. Have the family make up a short dictionary of to to fifty words a specific animal might include in a dictionary. You can also make 'Plantionaries' or 'thingionaries'.

Parent Workshop #6

Family Verbal Games and Activities

~~Family Verbal Games and~~ Home Activities:

Activities:

1. Do family surveys on different subjects. Ask opinions, do 'person on the street' interviews about topics of interest (Where do you think we should go on our vacation? Should Mom get fake fingernails? Would my hair look good purple?) Graph the results of your survey and display for the family to see.

2. Make a 'Family Journal' after a vacation, special event, major family change. Have every family member write (dictate or draw) a piece related to the topic. This could be as extensive as a complete summary of an event or as brief as a picture of the 'funniest thing that happened on our vacation'. You can also supplement with pictures, snapshots, brochures, matchbooks, leaves, sand, ... any souvenirs that can be glued in a book.

3. Utilize inexpensive plastic picture frames to preserve and display pictures, writing, projects that children (and parents!) produce. These are invaluable for creating family history, building self-esteem, honoring an individual, providing a 'pick you up' on someone's low day.

4. Create a family cookbook. This can be as simple as a scrapbook with favorite recipes glued in it (have the recipe lover autograph and write a comment by the recipe). Recipes can be illustrated. The book can be xeroxed and everyone can have a personal copy when it is completed.

5. Use the TV section of the Sunday paper. Have each family member pick a different day and decide on the best program for the day. You can even make a chart (or use your refrigerator) and use 3x5 cards to write down the name, time and channel for the best show of the day. Have the family watch some of these "Best Bets' together and then discuss their content and whether they lived up to the expectations.

More Word Games:

1. Take compound words and challenge kids to make up two or three word definitions using synonyms (words that have similar meanings). Be prepared to help by breaking compound words apart with kids. (Ex. highchair---tall seat).

2. For a quirky rhyming activity, have children complete rhyming couplets using famous names (Ex: Buffalo Bill climbed a hill
met Jack and Jill
was very ill)

3. Work on inferences and have fun too. Have kids make up 3 clue riddles and try them out on the family. (Ex: I go round and round. You ride in me. I can be seen at a carnival. (ferris wheel)).

4. Play this listening/sounds game. You need: a baggie of tokens (anything will do: beans, toothpicks, etc.) and the following clues written on 3x5 cards.

Name something that rings.
Name something that clanks.
Name something that whistles.
Name something that is high-pitched.
Name something that coos.
Name something that purrs.
Name something that whispers.
Name something that cries.
Name something that booms.
Name something that screeches.
Name something that squeals.
Name something loud.
Name something that sings.
It is quiet.
It trickles.
It quacks.
It buzzes.
It honks.
It chirps.
It hoots.
It crows.
Name something that roars.
It chatters.
It bleats.
It grunts.
Name something that grunts.
Name something that groans.
Name something that barks.
Name something that squeaks.
Name something that jingles.
Name something that clicks.
Name something that speaks.

In turn, players choose a card, read the clue and name as many things as they can think of to fit the noise mentioned. The rest of the players are the judges. One token is given for every correct answer. The player with the most tokens wins.

5. Play this car game about associations. State two words. Challenge your child to figure out how the words are related.

cake-tone	They both have silent e, both have 4 letters.
apple-dish	You put an apple in a dish.

Variation: One child tells how words 1 and 2 are related. The next tells how 2 and 3 are associated, and so on. (Ex:

apple-dish	You put an apple in a dish.
dish-tire	The dish and tire are both round.
tire-cat	The tire and cat both move on the ground.)

6. Give each family member a word, character name, book title, etc. See who can brainstorm the longest list of words associated with their topic.

7. Play games with secret codes. Make up alphabet, symbol, picture codes together. Leave secret messages.

8. Play "Partner Words". Some words stay together like partners. For example, when someone says "peanut butter" the words "and jelly" often will pop into your head. Here are some games you can play that may help children notice these go-together words.

a. Have family members finish each phrase:

aches and _____
back and _____
black and _____
_____ and kisses
_____ and found
_____ or never
_____ and lightening
animal, vegetable or _____
bacon, lettuce and _____
reading, writing and _____
up, up, and _____

b. Have each family member try to think up at least 2 examples of partner words.

c. Just because 2 or 3 words usually go together doesn't mean they must go together. Rewrite some of the groups from above by dropping one of the old partner words and replacing it with a new one. Results can be silly or serious.

9. In-Out Game.
On one portion of a paper, the leader writes 3 or 4 words that belong to an unidentified "In" group. Next to these words are written samples from the "Out" group.

Example:

In	Out
comb	brush
knee	ink
palm	down

Next, the leader tosses out a word and asks the other players if it belongs in the "in" or "out" group. For example, where does lamb belong? (The "in" group). Keep giving clues and words until the groups can be labeled. (In this case, the "in" group is words that contain a silent letter.

10. Nonhuman Dictionary
Suppose other kinds of beings made dictionaries. Play this word game (it can also be a writing activity).

Pick an animal. Have the family make up a short dictionary of 10 to [redacted]fifty words a specific animal might include in a dictionary. You can also make 'Plantionaries' or 'thingionaries'.

CHART 8

Essentials of Family Meetings

The family meeting is a regularly scheduled meeting of all family members who want to attend. The purpose is to make plans for family chores and family fun, to express complaints and positive feelings, to resolve conflicts, and to make other sorts of decisions.

Guidelines for Family Meetings

1. Meet at a regularly scheduled time.
2. Treat all members as equals. Let everyone be heard.
3. Use reflective listening and I-messages to encourage members to express their feelings and beliefs clearly.
4. Pinpoint the real issues. Avoid being sidetracked by other issues.
5. Encourage members by recognizing the good things happening in the family.
6. Remember to plan for family fun and recreation.
7. Agree upon the length of the meeting and hold to the limits established.
8. Record plans and decisions made. Post the record as a reminder.

Pitfalls to Avoid

1. Meeting only to handle crises; skipping meetings; changing meeting times.
2. Dominating by members who believe they have more rights.
3. Failing to listen to and encourage each other.
4. Dealing with symptoms (such as bickering and quarreling) instead of the purposes of the behavior.
5. Focusing on complaints and criticisms.
6. Limiting the meetings to job distribution and discipline.
7. Ignoring established time limits.
8. Failing to put agreements into action.

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POINTS TO REMEMBER

The Family Meeting

1. The family meeting is a regularly scheduled gathering of all members of the family. Its purpose is to discuss ideas, values, and complaints and to plan family work and play.

2. The family meeting provides opportunities for:

- **a.** Being heard.
- **b.** Expressing positive feelings about one another and giving encouragement.
- **c.** Distributing chores fairly among members.
- **d.** Expressing concerns, feelings, and complaints.
- **e.** Settling conflicts and dealing with recurring issues.
- **f.** Planning family recreation.

3. Rotate chairperson and secretary.

4. Parents should model the communication skills of reflective listening, I-messages, and problem-solving so the children can learn more effective ways to communicate.

5. When progress is blocked, pinpoint the real issues (such as a member's desire for winning power, control, or special privilege). Do not be sidetracked by side issues such as a chore or specific event.

6. Take time to recognize the good things happening in the family. Encourage each other!

7. Plan the amount of time you will meet, and stay within those limits.

8. All members participate as equals.

9. The family meeting is not a "gripe" session, but a resource for solving problems.

10. Focus on what the group can do rather than on what any one member should do.

11. The goal of the family meeting is communication and agreement.

12. Follow through on agreements.

13. Try to see and understand each other's points of view.

14. At each meeting:

- **a.** Read minutes reporting topics and decisions covered at the previous meeting.
- **b.** Discuss unresolved issues and/or decisions which may need to be changed.
- **c.** Bring up new business and plan family fun.
- **d.** Summarize points considered and clarify commitments.

READING CHARTS
MAIN IDEA

NAME ______________________ DATE __________

TV Favorites

DIRECTIONS: Get a copy of a television guide and answer these questions. Be ready to tell your friends the time, day, and channel of your television favorites.

BEST TV PROGRAMS	DAY	TIME	CHANNEL
1.			
2.			
3.			

FAVORITE TV STARS	DAY	TIME	CHANNEL
1.			
2.			
3.			

FAVORITE GAME SHOWS	DAY	TIME	CHANNEL
1.			
2.			
3.			

FAVORITE ADVENTURE PROGRAMS	DAY	TIME	CHANNEL
1.			
2.			
3.			

FAVORITE CARTOON SHOWS	DAY	TIME	CHANNEL
1.			
2.			
3.			

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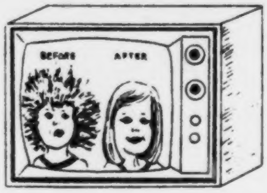
NAME ______________________ DATE __________

And Now a Word from Our Sponsors

RECTIONS: According to *People's Almanac* (Doubleday, 1975, p. 32), each year you watch about 25,000 commercials. That is about 220 inutes each week. Television networks make oney from advertisers. Advertisers must pay the television station to show their dvertisement. Some ads cost thousands of llars. Of course, the advertisement is trying to get you to buy something or do something. As ou watch these different advertisements, try to gure out how they are trying to change your mind about something. Have each person in the group watch a particular commercial and evaluate it critically. Use this sheet. You may want to make a bulletin board showing your findings so other people can evaluate commercials critically. If you want to read some funny commercials, get the book *Crazy Commercials* by Mort Mason (Scholastic).



1. Name of the program ______________________

. Name of the product that is being advertised ______________________

3. How long did the commercial last? ______________________

. What is the commercial like? ______________________

5. What is the background scene for the commercial (what does not come with the product)?

____

. How are they trying to influence you?

_____ a. something looks like fun	_____ d. everybody has one
_____ b. something is appetizing	_____ e. it is something magical
_____ c. popular people use it	_____ f. other __________

. How did they get your attention?

_____ a. Did they present a problem first?

_____ b. Did the volume get louder?

_____ c. Other ______________________

8. What do you think of the TV commercial?

_____ a. I like this.

_____ b. This commercial is OK.

_____ c. I close my eyes when it comes on television.

. How much of the time for the program was used for commercials? __________

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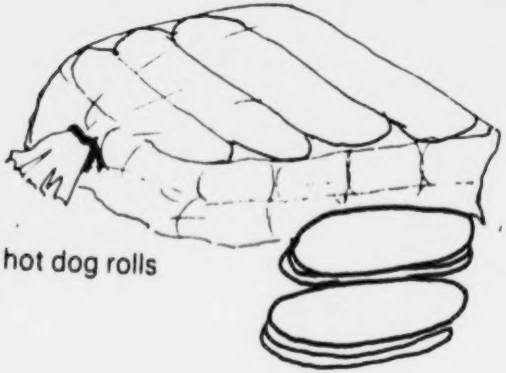
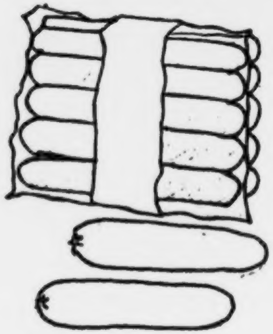
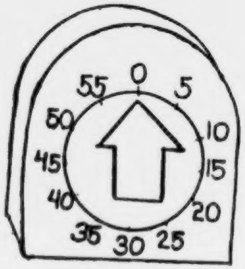
Hot Dogs



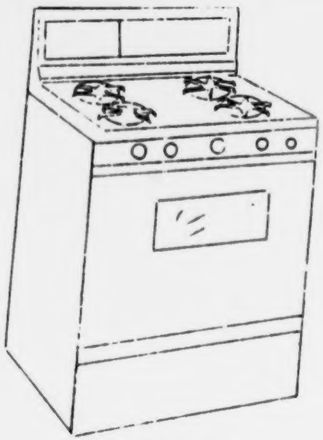
2 hot dog rolls



2 hot dogs



timer

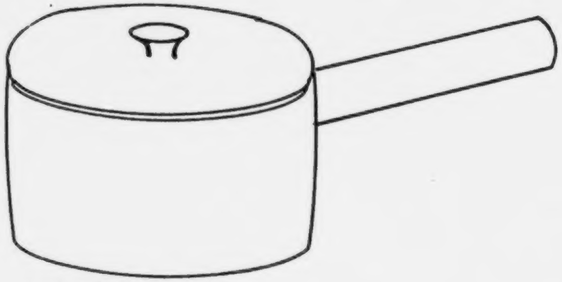


stove

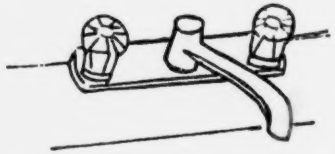
ketchup

salt

mustard

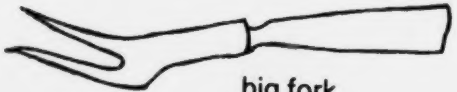


pot with big lid

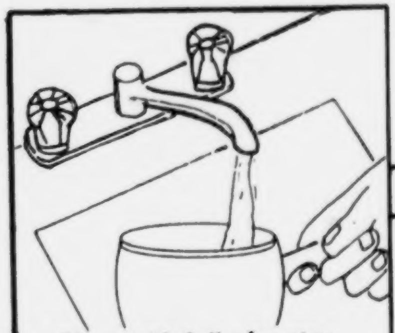


sink

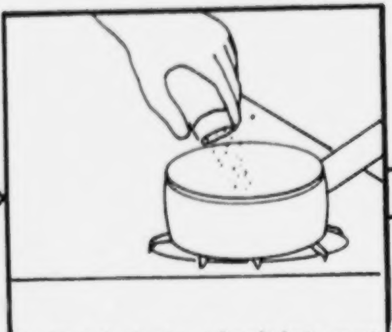
relish



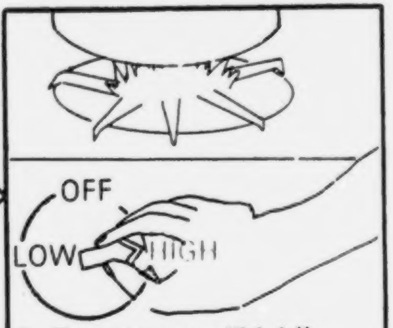
big fork



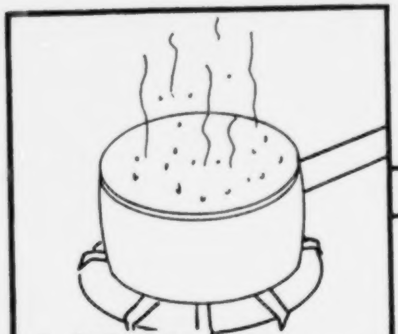
1. Fill pot ½ full of water.



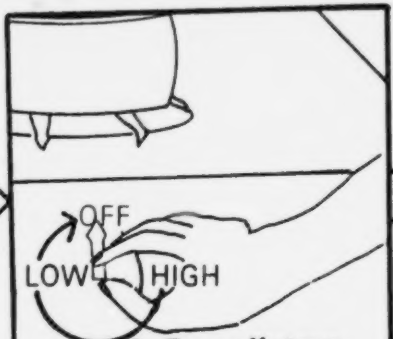
2. Put 1 shake of salt into pot.



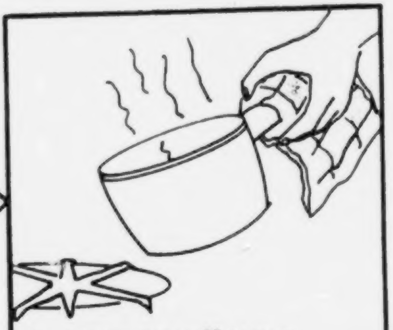
3. Turn stove to "high".



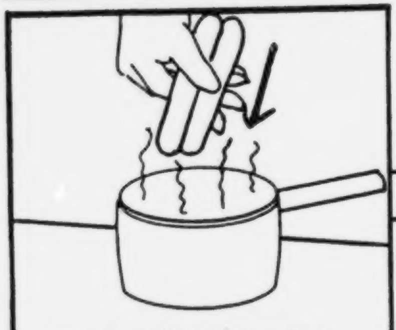
4. Boil water.



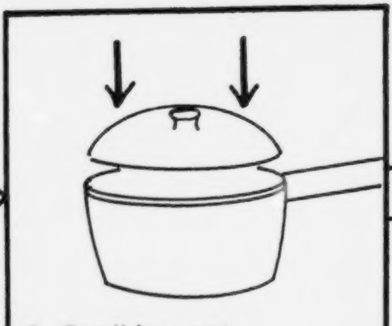
5. Turn off stove.



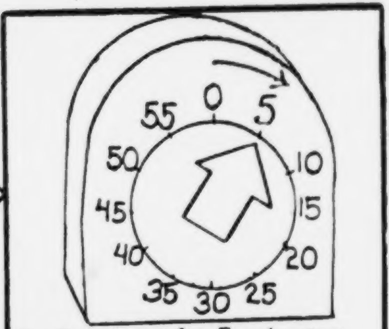
6. Take pot off stove.



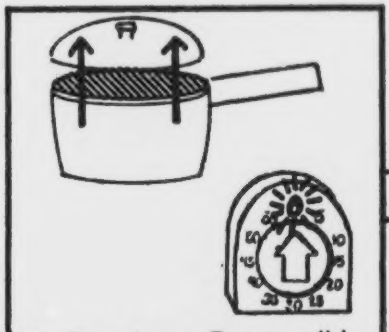
7. Put hot dogs in water.

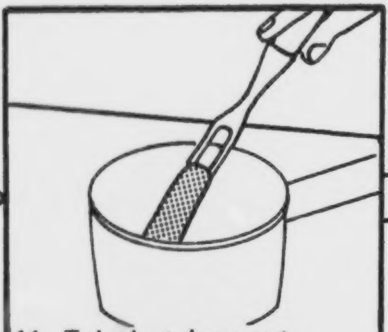


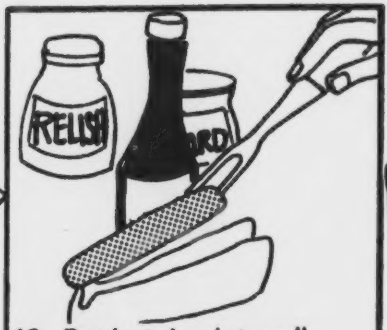
8. Put lid on pot.



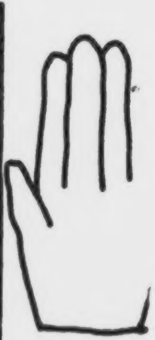
9. Set timer for 5 minutes.


10. Time is up. Remove lid.


11. Take hot dogs out.



12. Put hot dog into roll.



Rhyming Synonyms

INSTRUCTIONS

Give a description: What is an *angry boy?*

The two-word answer must rhyme: a *mad lad.*

If the student cannot figure out the answer, ask for a synonym of one of the words:

Teacher: "What is another word for angry?"
Student: "Mad."
Teacher: "Good. What is another word for *boy* that rhymes with mad?"
Student: "Lad."

angry boy	mad lad
leftover glue	waste paste
sugary snack	sweet treat
police store	cop shop
noon-meal drink	lunch punch
wet hobo	damp tramp
pork jelly	ham jam
quick explosion	fast blast
dog kiss	pooch smooch
submerged trash	sunk junk
stranded vehicle	stuck truck
insect medicine	bug drug
extra cub	spare bear
skinny relative	thin kin
extensive tune	long song
fast sweeper	zoom broom
upset thief	shook crook
high barrier	tall wall
unhappy villain	sad cad
orderly chair	neat seat
untamed kid	wild child
20-ton car	heavy Chevy
funny cat	witty kitty
prison letter	jail mail
wicked fight	cruel duel
cat's glove	kitten mitten
sticky stomach	gummy tummy
bloody tale	gory story
huge patron	giant client
iron teapot	metal kettle

hare chair

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At show and tell you thrilled your class by bringing in the most exciting thing in the world.

NAME ____ 14

Hink Pinks

A "Hink Pink" is a riddle with a two-word rhyming answer. Each word in the answer has one syllable. For example:

> What do you call a store that sells just the kind of toy that spins around for a while and then falls over?
> Answer: A *top shop*!

1. Try to solve the following Hink Pinks.

A. What do you call a house pet that has just eaten a dozen mice?

Answer: f __ __ c __ __

B. What's a meal that comes from the sea?

Answer: f __ __ __ d __ __ __

C. What do you call it when wet earth pours through a town?

Answer: m __ __ fl __ __ __

D. What do you call the time of day set aside for writing poems?

Answer: __ __ __ __ __ __ __ __ __

2. Now make up your own Hink Pinks. You can use the following rhymes or find your own. After you write the riddles, see if your friends can figure them out.

mop shop ____

____

word bird ____

____

high fly ____

____

blue glue ____

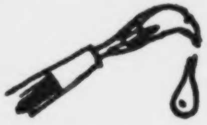
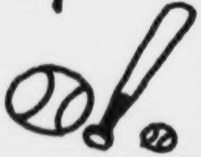
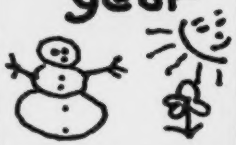
____

tire fire ____

____

Answers: 1. A) fat cat B) fish dish C) mud flood D) rhyme time

FAMILY FAVORITES

Name	Color 	TV show	Sport 	food	time of year 	animal

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HANDOUT X

NAME ________________________________ ⑤

Clipped Words

If you're in a hurry to get somewhere, you might take a shortcut. People do the same thing with some words. For example, instead of saying *gymnasium*, they often will simply say *gym*. The dictionary calls words like *gym* "clipped words."

1. Read the paragraph below. Above each underlined word, write a clipped form of the word. The first one has been done for you.

exam

I was in bed studying for a spelling *examination* when I got hungry. A *hamburger* and a *milkshake* would be perfect. After putting on a pair of *pantaloons*, I ran for the *autobus*. It roared up, sounding like a jet *airplane*. On its side was a *photograph* of a giant *submarine* sandwich from Del's *Delicatessen*. That made me hungrier than a boxing *champion*.

2. Give the words that each of the underlined clipped words came from. You may wish to use the dictionary.

I was supposed to bring our *vet*, *Doc* Webster, some *cukes* from our garden as thanks for helping our pet *hippo* get over the *flu* which she caught from our pet *chimp*. Since my car was out of *gas*, I *phoned* for a *taxi*.

3. Today's words may become shorter in the future. *Computer* might be clipped to *puter*. Try shortening the following words by a letter or more:

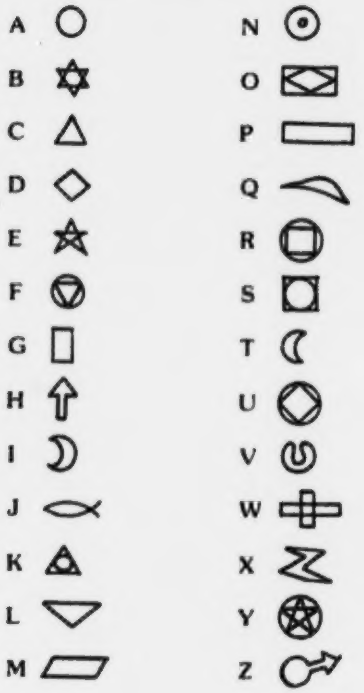
astronaut ____________ soccer ____________ laser ____________

Answers: 1. exam, burger, shake, pants, bus, plane, photo, sub, Deli, champ 2. veterinarian, Doctor, cucumbers, hippopotamus, influenza, chimpanzee, gasoline, telephoned, taxicab

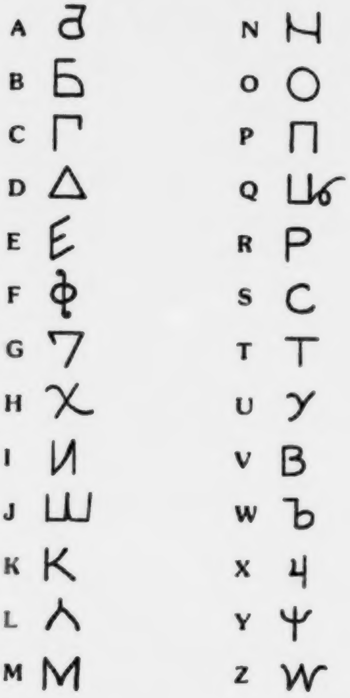
Reading Workshop Handouts

Sample Alphabet Codes

Shape Code



Foreign Letter Code

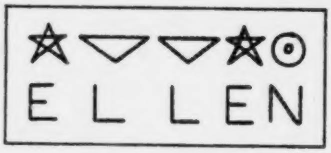


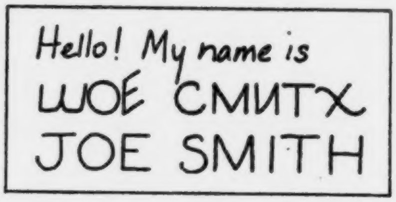
Sample Instructions in Foreign Code

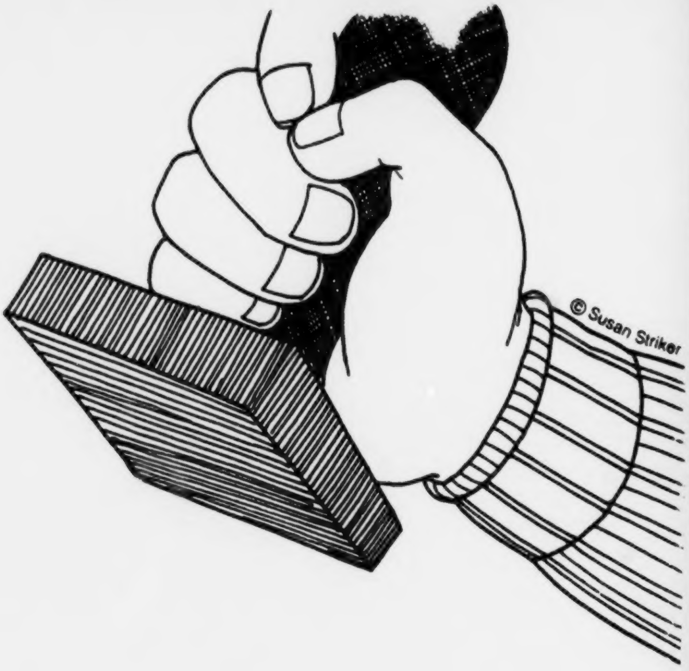
ЪЕΛГОМЕ. ΨОУ ЪИΛΛ ФИНΔ 7ООΔИЕС УНΔЕР ТХЕ СИНК. ХЕΛП ΨОУРСЕΛВЕС.

(*Translation:* Welcome. You will find goodies under the sink. Help yourselves.)

Sample Name Tags







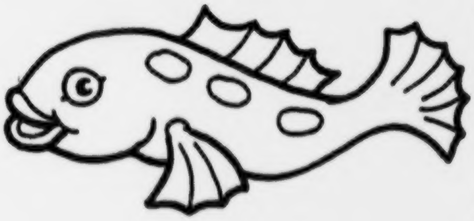
Design a secret seal, for only you to use,
that expresses something personal about yourself.

"F" CROSSWORD PUZZLE

ALL THESE PICTURES BEGIN WITH THE LETTER "F"

ACROSS

①.



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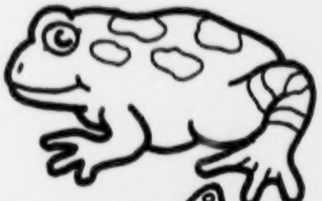

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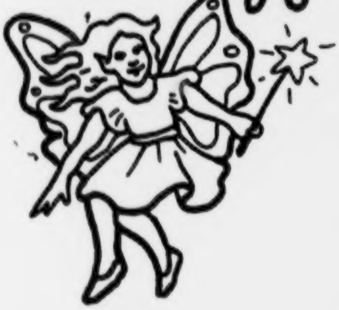

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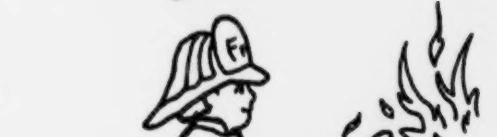

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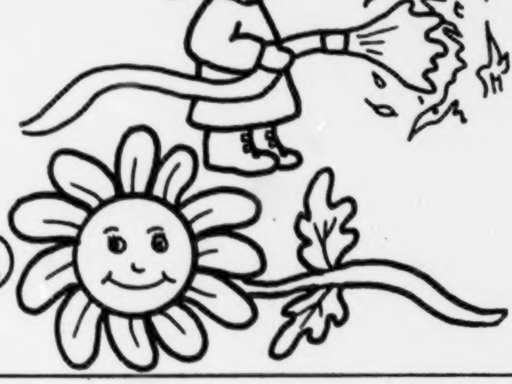

DOWN

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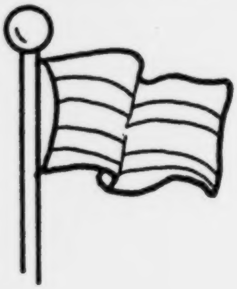

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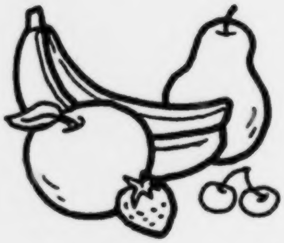

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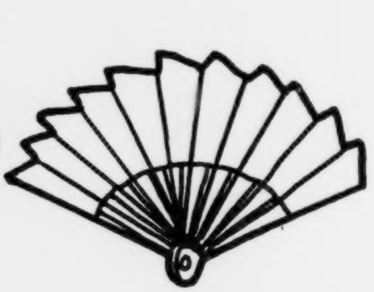

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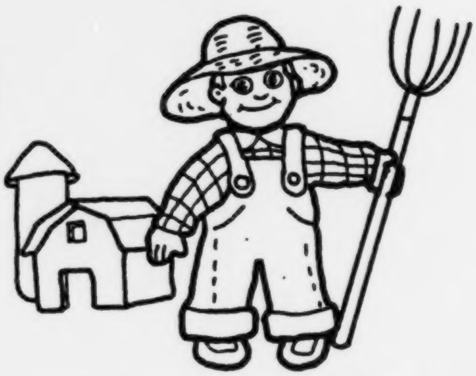

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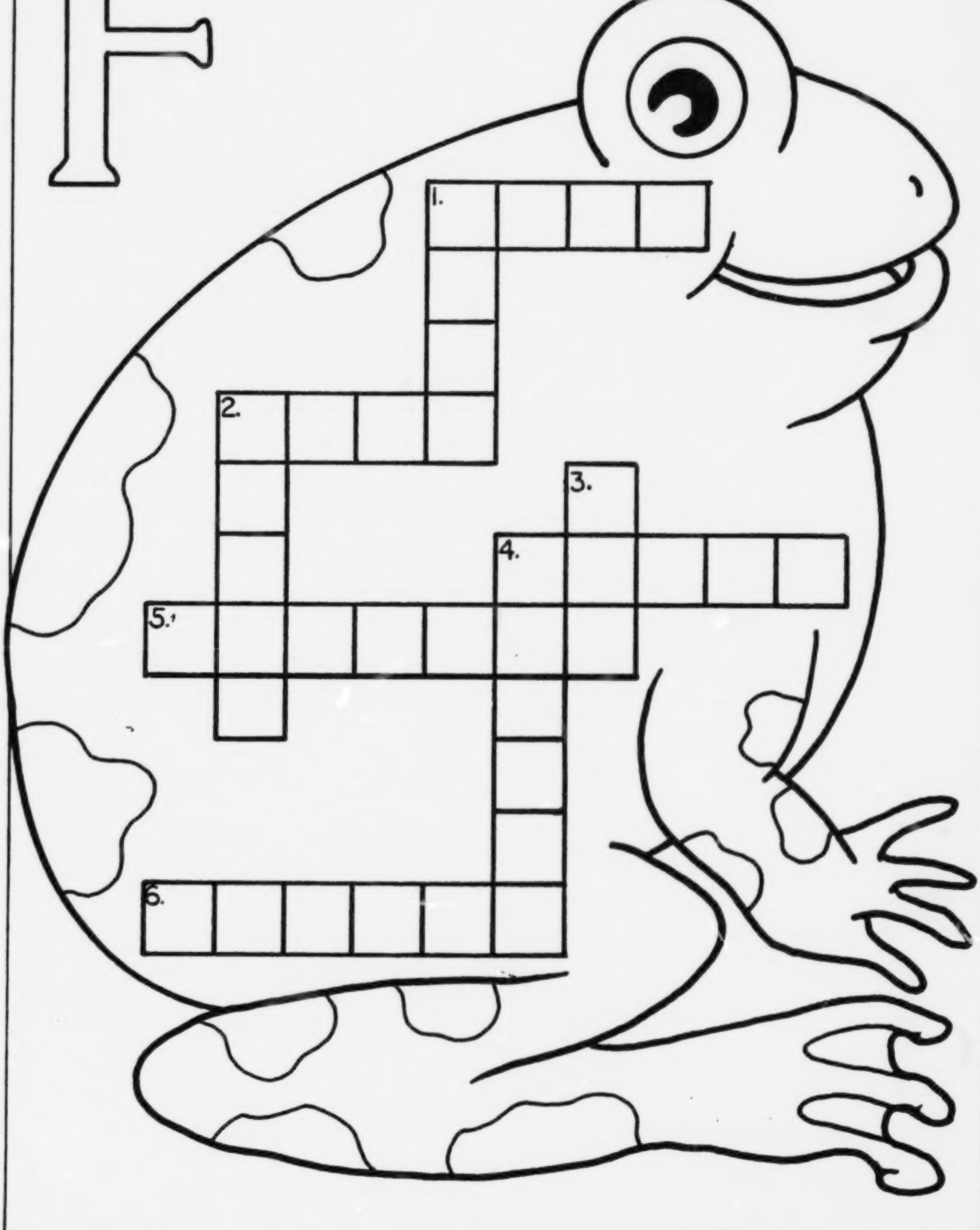


PHONICS NAME ____________________ DATE ________

Twist Your Tongue

DIRECTIONS: Cut out the tongue twisters listed below. Put them into an old shoe with a big tongue. Take turns drawing a tongue twister. Read it rapidly without making a mistake. Your score is the number of words the tongue twister is long. If the tongue twister is five words long, you get five points! The person with the most points when all the tongue twisters are gone is the winner! If you want to make more tongue twisters, use words that have different consonant blends beginning with the same letter such as br and bl, gl and gr, pl and pr, sm, sn, sp, st, and spl. The book, *A Tangler of Tongues* by Alan Schwartz (Bantam) has many suggestions, too.

Black Bugs Blood

Rubber Baby Buggy Bumpers

She Sells Sea Shells by the Sea Shore

The Sinking Ship Sunk

Cats Can Claw, Can't They?

Please Pass the Peas and Plates

Sam and Susie Straightened Some Sticks

The Brakes on Bob's Black Bike Are Broken

She Can Color the Clown with Her Clay Crayon

The Snake Started to Swing in the Spring

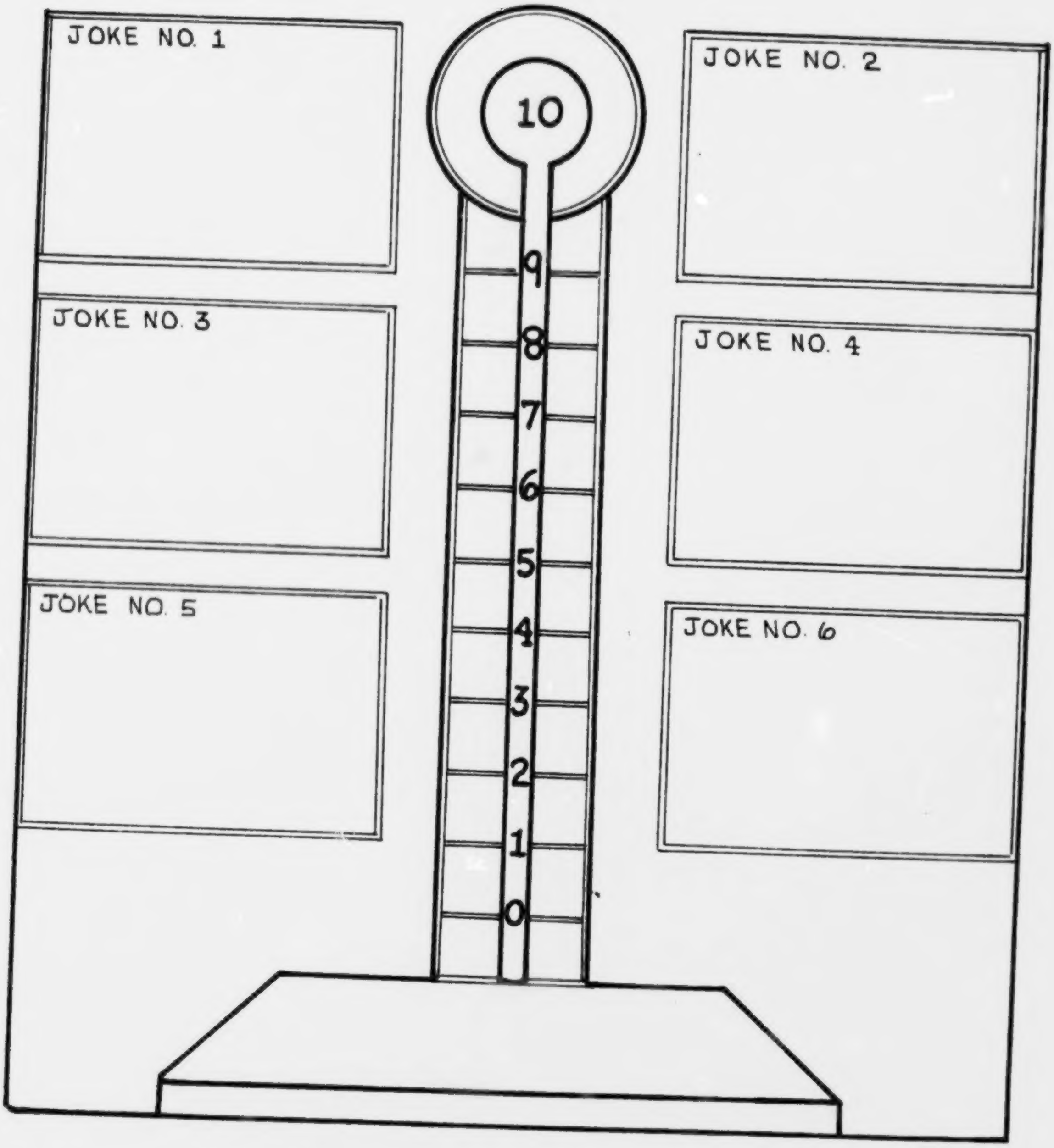
The Twins Had Three Tweezers

From *Read All About It!* © 1979 Goodyear Publishing Company, Inc., Harry W. Forgan, and Bonnie F. Striebel

NAME ______________________ DATE ________

Judging Jokes

DIRECTIONS: You can complete this poster to judge jokes. The people who read the poster will laugh and at the same time get a chance to judge the jokes. Finish the poster by writing six of your favorite jokes. When people read a joke, see how hard they laugh. If the joke brings about a lot of laughter, write its number near the top of the scales. If the people do not get the joke, or if it doesn't make them laugh, write its number near the bottom of the scales. If the joke is so-so, write its number in the middle. Look in the card catalog under *Jokes* for books with new jokes.



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3

FEELINGS

When do you feel ________

DIVER

	D	I	V	E	R
1	ashamed	pleased	anxious	shocked	confused
2	angry	excited	satisfied	frightened	bored
3	proud	friendly	exhausted	cheerful	guilty
4	panicky	furious	nervous	cold	embarrassed
5	itchy	shy	silly	courageous	sorry

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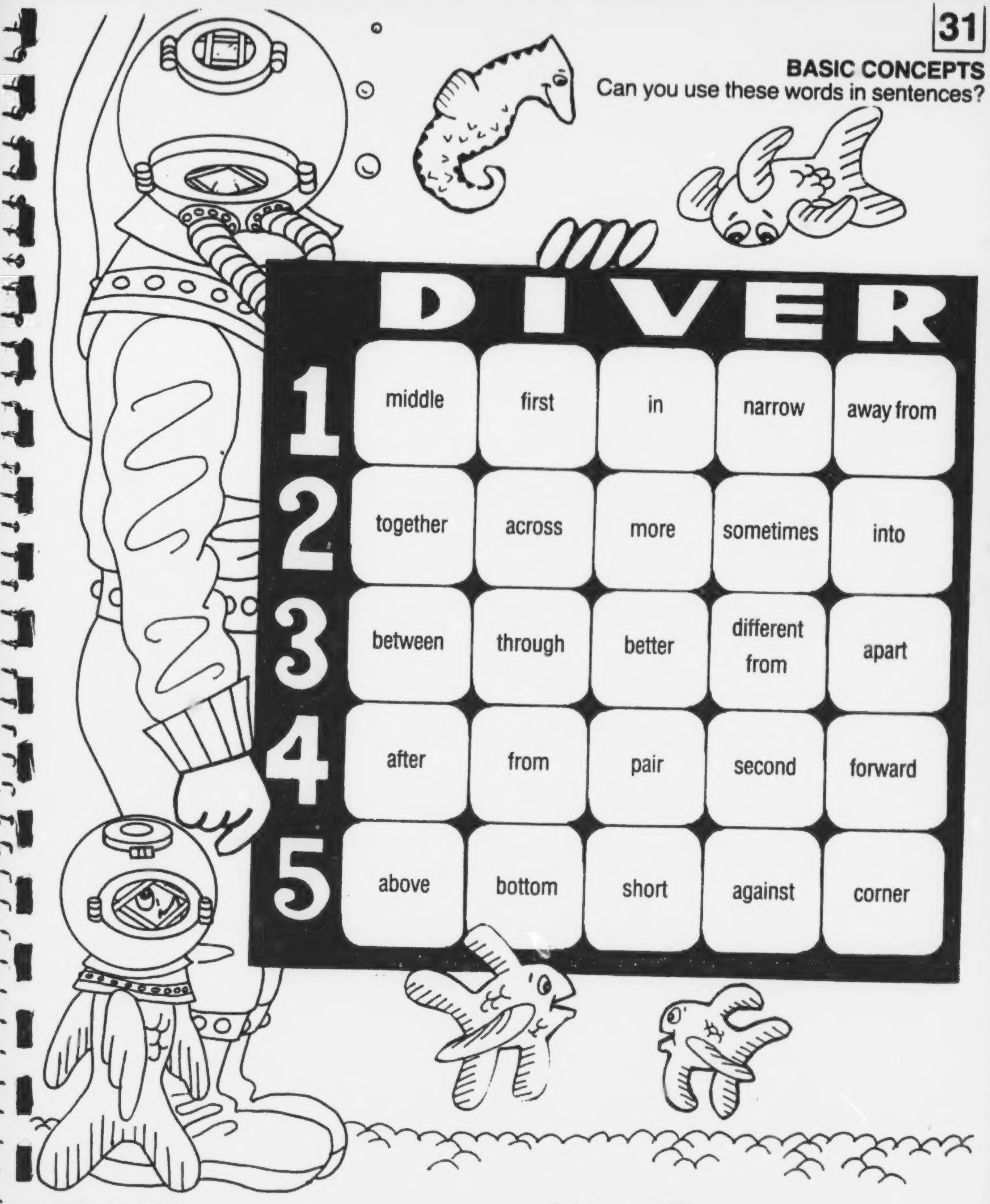
BASIC CONCEPTS

Can you use these words in sentences?



	D	I	V	E	R
1	middle	first	in	narrow	away from
2	together	across	more	sometimes	into
3	between	through	better	different from	apart
4	after	from	pair	second	forward
5	above	bottom	short	against	corner

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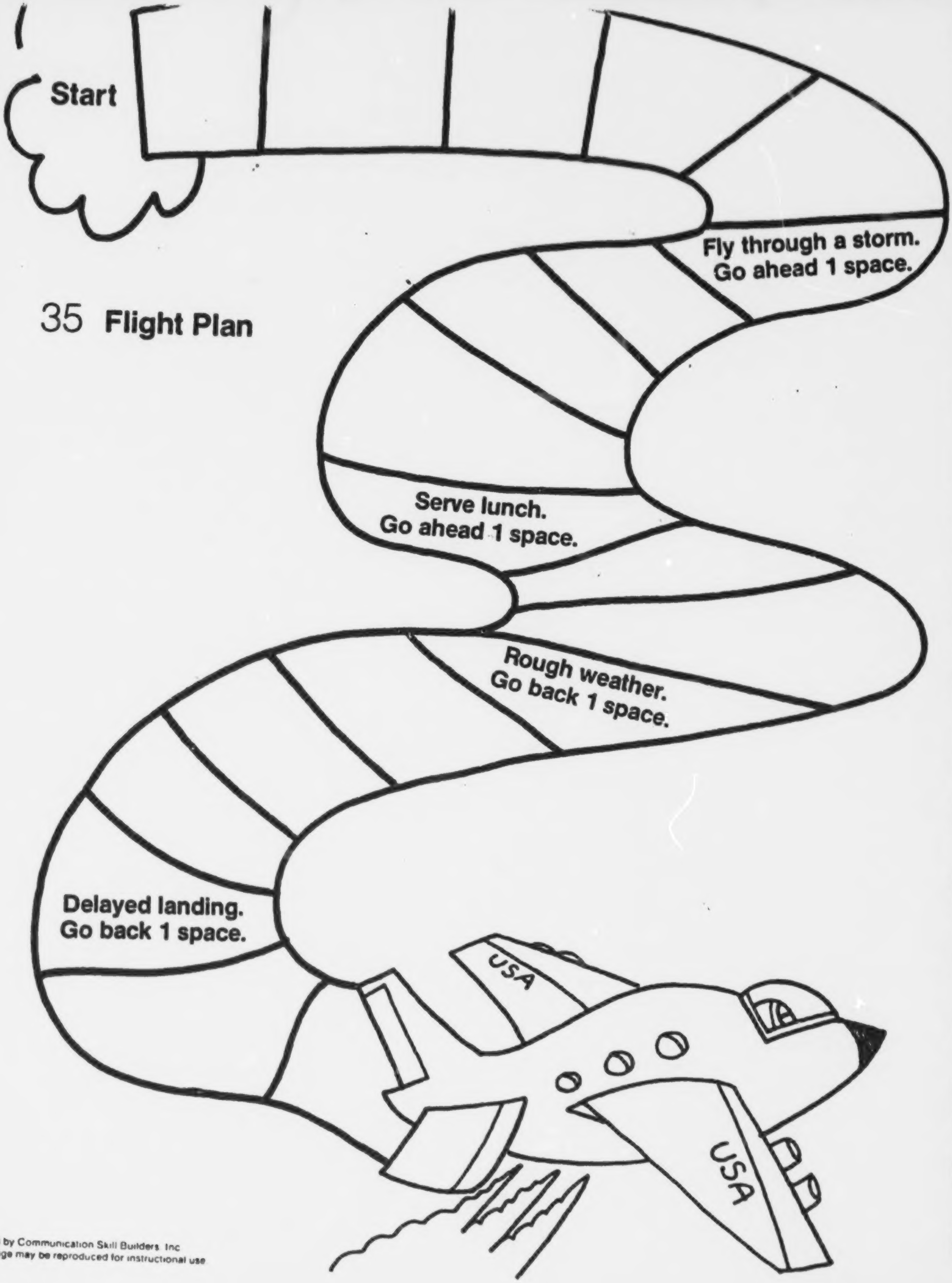
35 Flight Plan


Start
Fly through a storm. Go ahead 1 space.
Serve lunch. Go ahead 1 space.
Rough weather. Go back 1 space.
Delayed landing. Go back 1 space.
USA
USA

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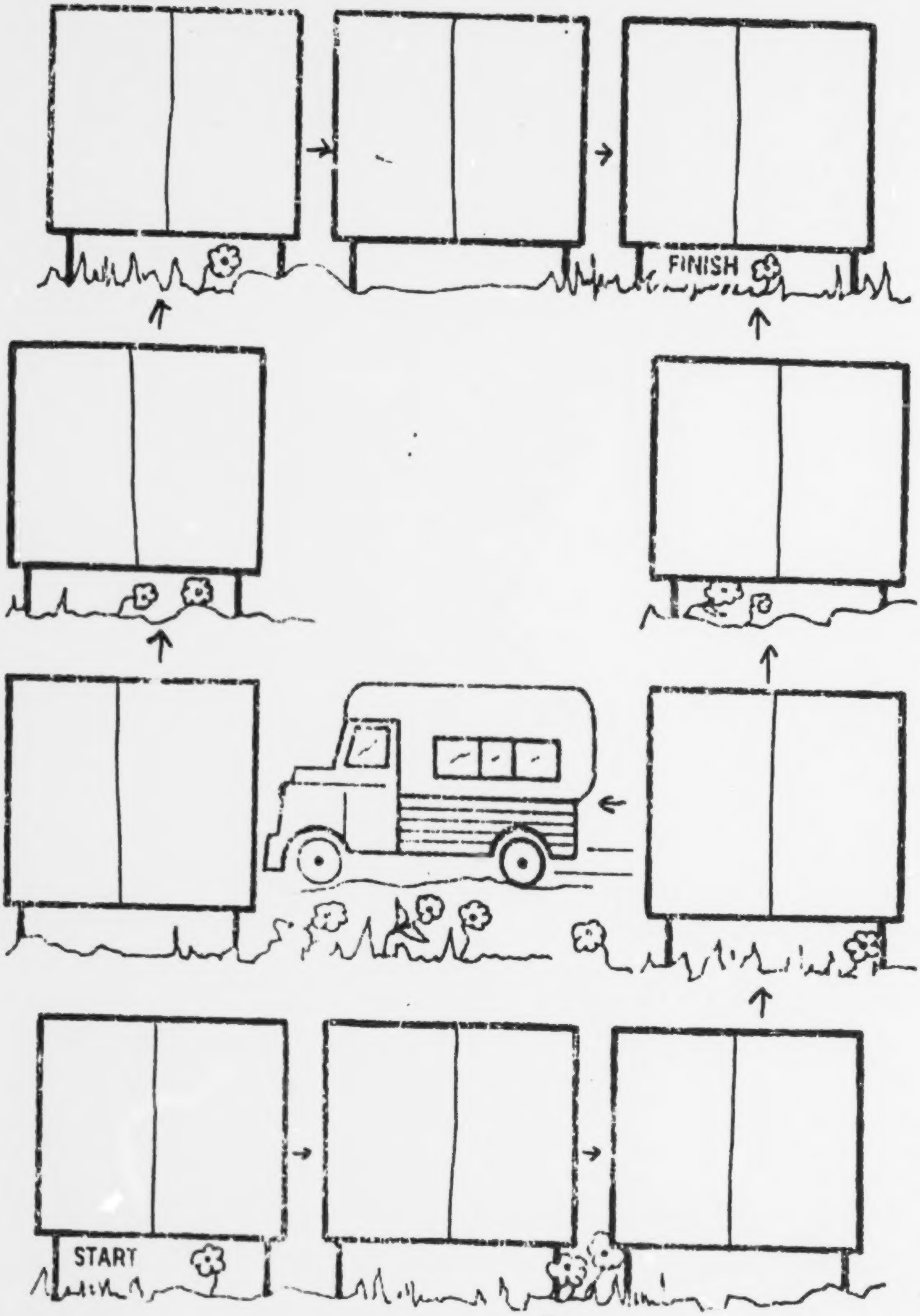
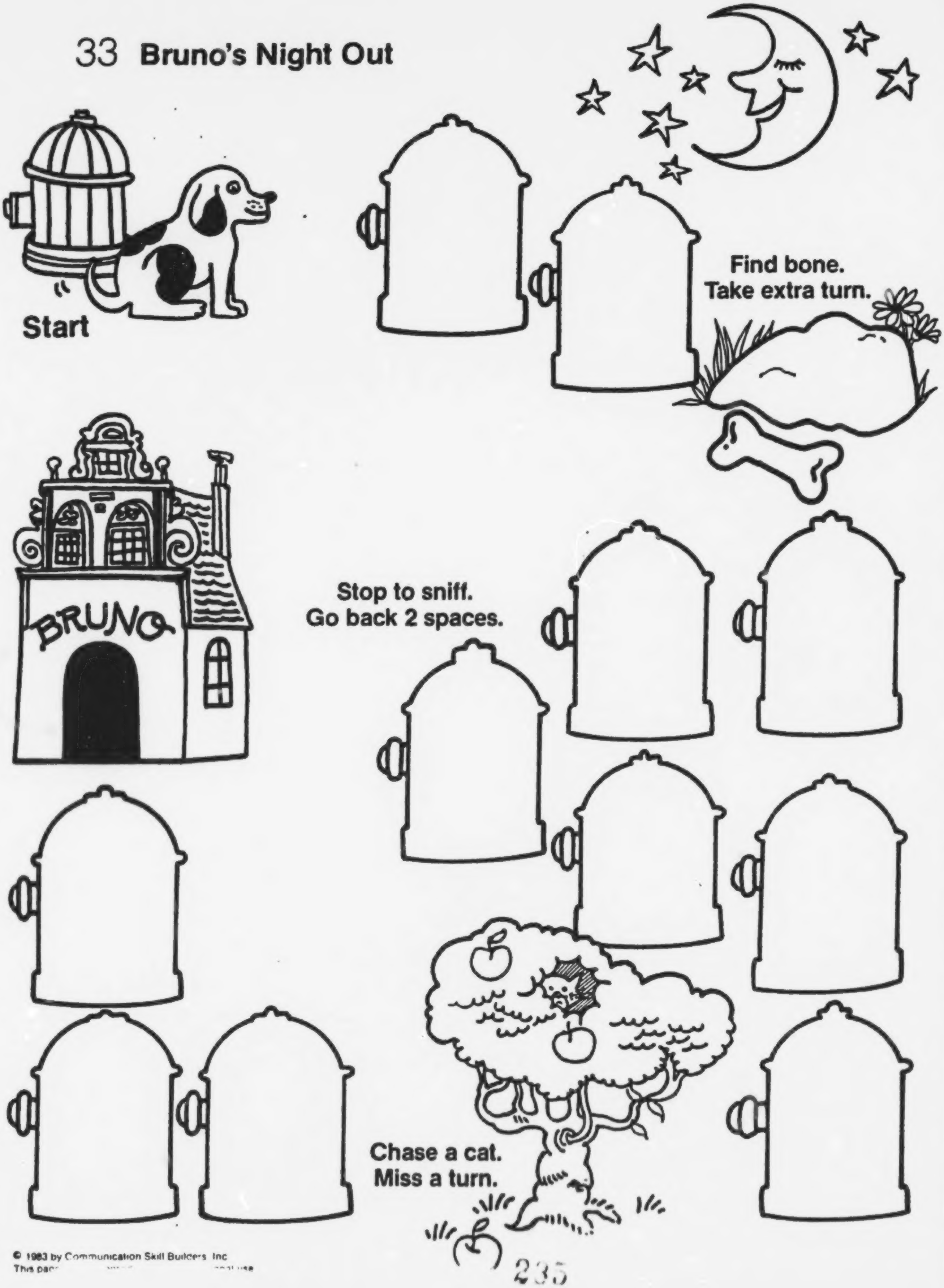
GAME NUMBER 3

CAMPING TRIP



33 Bruno's Night Out



Find bone.
Take extra turn.

Stop to sniff.
Go back 2 spaces.

Chase a cat.
Miss a turn.

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This pac [illegible] nal use

JEFFERSON CLUSTER
2nd Grade Summer
School

DON'T MISS IT!!

"ENCOURAGING WRITING AT HOME"

~ A PARENT WORKSHOP

WAYS TO HELP YOUR CHILDREN ~

HOW MANY WORDS START WITH "RAIN"?
RAINING! RAINCOAT! RAINFALL!
DOOR PRIZES! HANDOUTS! DISPLAYS!
TAKE-HOME PROJECTS! DEMONSTRATIONS!

DATE: Tuesday, July 14
TIME: 9:00-12:00 OR 6:30-8:30 pm
PLACE: BEACH SCHOOL
RM A6
CHILDCARE: RM A8

PARENT-CHILD SPECIALIST: LAURIE GORDON
280-6236

Parent Workshop #7

Encouraging Writing at Home

Intro:

Our topic today is writing and how families can encourage kids to write at home. Human beings seem to have a deep, intrinsic need to represent experiences through writing. With crude pictographs, cave men inscribed their stories on cave walls. With magic markers, crayons, lipstick, pencils little children leave their marks on bathroom walls, on the backs of old envelopes, on big brother's homework. In slow, wobbly letters, the old and sick in nursing homes and hospitals put their lives into print. Writing helps us turn the chaos of our lives into something beautiful and lasting. It helps us frame selected moments in our lives, to uncover the patterns of our experiences. Many people write as a tool for making sense out of their lives (refer to journals, poetry etc.)

****

Activity:

Brainstorm and web: WRITING

Discuss.

****

In school and at home, children often tell us (with words or their apathy) that they don't want to write (i.e. "How long does it have to be?"). Children are telling us that they are not interested in writing about "What I Did on my Summer Vacation", they are not motivated by our comments and red marks on their hard earned stories that indicate "awks" or "run-on", they are not encouraged to take risks as writers when we respond most enthusiastically to their attempts on 'teacher-led' activities , not to their writing that is personal and interpersonal.

Our job as teachers and parents, when we talk about encouraging writing, is to listen and help kids listen. Ask the question, "What are the things you know and care about?" Every writer can write about what they know and what they don't know about what they know. Children have rich lives and we can help tap the their human urge to write if we help them realize their lives are worth writing about, and if we help them choose their topics.

Learning to write is a language learning activity. It is learned in the same way as learning to read and learning to talk. Considering that young children learn to talk with such apparent ease, it makes sense to look at the environment in order to replicate aspects so that learning to write will be as motivating as learning to talk.

Factors we discussed in the first workshop about language learning:

1. The child is immersed in oral language from the moment of birth. Young children need to be surrounded with written language not only in terms of environmental print but in the stories that are read to them (Read-Aloud).

2. The oral language that surrounds the child is both meaningful and purposeful. A child should be primarily involved in writing activities that serve his/her life needs now. (Discuss: Fake letter writing, stories that don't have an audience. Stress real life language encounters.)

3. The child sees important people in his community using oral language. A child will emulate those adults around him/her that are held in high esteem. A child needs to see his/her family using written language at home.

4. The child receives unqualified support and positive feedback as s/he is learning to talk. This is key. The child's attempts are viewed as exciting. Everyone conveys to the child their sense of belief and trust in what s/he is trying to do. Writing, like any other learning, is developmental. Time, experience and practice facilitate better and better writing.

5. The child has a large portion of every day in which s/he has the chance to practice oral language. Children must be given opportunities to write and express their ideas and feelings every day.

****

Activity:

Making Up Stories

Materials: "Eating the Big Bar Cookie" story
Collection of stories made up and written by children
"Thinking About Stories Children Write" questions

Read aloud "Eating the Big Bar Cookie" and show illustrations. Discuss what a child might learn from the process of making up a story, telling it to an adult, having the adult write down (or writing down) the child's own words, illustrating it and reading it over and over again.

- As they make up stories, children begin to understand how

written language can be used to express their thoughts.
- As they hear their own words read back, children gain a sense of power of words to communicate thoughts, feelings, ideas, observations.
-They begin to realize they can be the maker of stories as well as the listeners.
- Children learn sequencing,
-to 'read' the reaction of the listener and make corrections for listener comprehension,
-They practice reading skills.
-Illustration increases comprehension.
-They bask in the listeners response (positive AND negative!)

**Have parents take 2 stories written and illustrated by children and a copy of Thinking About Stories Children Write. Have them follow the steps described. (This can also be done as a whole group activity.)

Discuss: In your opinion, is making up and illustrating stories an important learning experience for young children? Why or why not?

****

Writing as a Process

Teachers are now taking a new look at writing. We are seeing that writing involves much more than the finished piece. Writing is a process. The process has several aspects. Each of these aspects has an influence on the others.

1. Print experiences
The print children have been involved with has a strong effect on his/her writing. Poems, words to songs, jingles, rhymes, stories, textbook materials (i.e. science) all serve as a model for the child's own writing. The influence of print will be seen in what a child writes and how s/he writes his/her piece. Children sometimes use a familiar format (Bill Martin, Dr.Seuss) or pattern (Chicken Soup with Rice).

2. Pre-writing or rehearsal
This relieves the pain of the blank paper and the command "Now children write about anything you want". The task in pre-writing is to help the child have a purpose and a topic for writing. Capitalize on any happenings: trips, guests, readings, films, music, TV shows, projects etc. Have kids brainstorm what they want to say. Help them organize it by categorizing and lend a hand with a format (i.e. letter form) if necessary.

3. Writing Phase
Help kids get started by being encouraging. Perhaps help them generate a number of beginnings and choose the best one. A first draft (sloppy copy) is the act of getting ideas down on paper without worrying about spelling, grammar etc. These mechanics can be fixed in the final editing stage. After the initial writing is done, kids can share what they have written and get listener

feedback so they can make changes that will help the audience. In the editing phase, the writer should be responsible for making all changes in spelling, punctuation, grammar that s/he is capable of. A strategy some teachers also use is to have children circle words that they think are misspelled so they can be corrected with the dictionary and/or an adult.

4. Post Writing

This involved sharing the final piece and the final response with an adult. An initial positive response, perhaps with a comment about the listeners favorite part, is critical.

5. Publication

Not all writing needs to be brought to this stage. Some writers have both active and inactive files for their work. Publication can range from a typed illustrated copy in book form to a neatly handwritten version.

Optional: Discuss Spelling further: Response to Concerns about Spelling

Home Activities

As the end of summer school approaches, you may be thinking about what you can do to help your child become an effective writer. Children need lots of practice writing-and not just at school. They also need time at home to experiment, revise, edit, and, yes, even doodle.

Many teachers today approach writing as a process- a series of stages that take children from rough attempts to put their ideas on paper all the way to the final work that others can read and understand. What children write at home can follow this same process.

1. The first and most important thing we can do to support children's writing is to provide materials. A writing area, well supplied with paper and various writing tools, belongs in your home. This is a place where children an experiment with and explore writing. Try to have on hand different colors and sizes of paper and a selection of pencils, pens, markers and crayons. These materials cam stimulate writing-a particular help for when your child encounters "writer's block." If possible, expose your children to computers and typewriters.

2. Make reading an everyday activity. Reading is an important part of learning to write. Parents who want to foster good writing should:
* read aloud to their child and listen to them read.
* let their children see them enjoying reading
* encourage their children to visit the library
* help their children find books for special occasions
* encourage their children to read books that show children as

writers (i.e. Dear Mr. Henshaw by Beverly Cleary and the children's magazine 'Stone Soup')

3. Let your child know that it is okay to draw, doodle, play, talk, or even act out ideas before writing. Getting started can be the hardest part of writing; these activities give your child the opportunity to think about something before writing about it.

4. Familiarize your young child with writing by jotting down ideas s/he may have. As the two of you go over these notes, you may be amazed at how quickly your child begins reading words and sentences.

5. To help build confidence and skills, encourage your child to write every day, if possible. An older child might keep a journal, write notes to friends or relatives, even have a pen pal. A younger child might simply draw or list the day's events.

6. Let your child see you write-letters, cards, notes, grocery lists, and so on. Watching a "real" person do "real" writing can be a powerful model.

7. Encourage your child to try a variety of writing tasks. If you have a list to make-foods to buy, chores to do, and the like-dictate it so your child can write it down. If you're on a trip, your child could select and write postcards, or your child could take pictures then, when they're returned, write captions for them.

8. Accept your child's first drafts as they are, without criticism. All children go through a stage of "invented" spelling of words, such as "TRN" for "train." If a draft is indecipherable, ask your child to read the piece aloud. By accepting the first effort, you encourage your child to keep writing; this alone will help produce better writing.

9. Look for what's good about your child's writing. Offer praise first. Find something specific to compliment, or simply react positively (i.e. "I've felt like that before too."). Then, if the child seems ready and wants to revise the work, offer constructive criticism.

10. Share your child's writing. You might post it, take it to work, send it to other family members, or duplicate it for greeting cards. Your child might even like to read published collections of other children's writing, such as Journeys (Simon and Schuster, 1969) or Miracles (Simon and Schuster, 1966), or submit original writing for publication in magazines such as Stone Soup (P.O. Box 83, Santa Cruz CA 95063).

11. Save your child's finished pieces and create a personalized, published collection of his/her works.

12. Use inexpensive plastic box frames to mount stories and illustrations, photos and captions, etc.

13. Help your child organize their writing with a writing folder. Brainstorm a list of things s/he knows and cares about. Keep this list as well as work in progress in the folder.

14. Have children design stationary and postcards.

15. Encourage bookmaking for many purposes. Keep bookmaking materials handy in a box.

16. Always let your child write a comment on birthday, Christmas, special occasion cards or have the child design a personalized card.

17. Have children create signs for their room and belongings and/or labels for household items.

18. Use your junk mail. Let kids play office and school and recycle at the same time. Kids will use response envelopes, order forms etc.

19. Keep a message board at home. Provide Post-It notes and make it a center where the family can leave written messages for each other.

20. Let kids, with help as needed, take phone messages.

21. Give diaries for presents and encourage their use.

22. Have a family joke book in which favorite jokes can be written and periodically read.

23. Let children write a family history an illustrate it with photos.

24. Have a display board where notes, cards, jokes, cartoons, letters, etc. are displayed.

25. For more ideas, request the free pamphlet, How To Help Your Child Become A Better Writer from National Council of Teachers of English, 1111 Kenyon Road, Urbana IL 61801.

Parent Workshop #7

Encouraging Writing at Home

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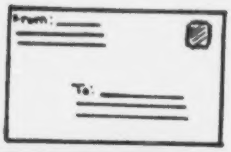
Autograph Books

APPENDIX A



HOW TO WRITE FOR FREE MATERIALS

DIRECTIONS: When you write for free materials, you will need to send a postcard. Ask your mother to buy you a postcard at the post office. On the back of the postcard, you will need to tell the people why you are writing. Make sure you write the name of the material you want. In your best handwriting, you might write something like this:

I am writing for a free copy of ________. Please send it to:

Your Name
Your Street
Your City State Zip Code

Thank you!

The stamp is printed on the front of the postcard. You will need to write the address of the company and your return address. Your return address belongs in the upper left-hand corner. The name of the company, the street address, city, state, and zip code go in the middle of the postcard. Write neatly so the postman will take it to the right place. You will have to wait two to four weeks to get your materials.

Your Name
Your Address
Your City, State, Zip Code

stamp

Company Name
Company Street Address
Company's City, State, Zip Code

From *Read All About It!* © 1979 Goodyear Publishing Company, Inc. Harry W. Forgan, and Bonnie F. Striebel

Writing Letters and Postcards

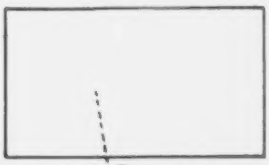
1. Why should we encourage children to write letters and postcards to their friends and relatives?

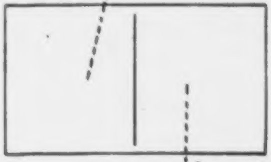
2. List all the people children could write to.

3. How can we help children write letters and postcards?

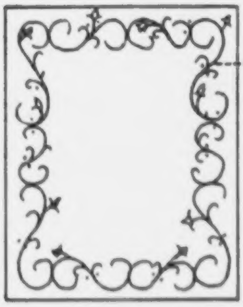
4. Using the materials available, make enough of the following so that each person at the workshop can take one home:

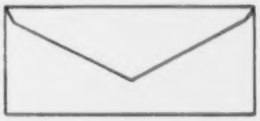
A postcard



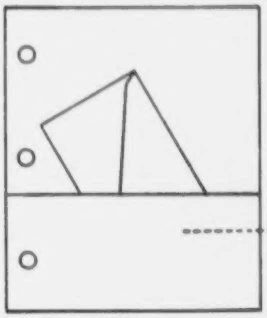


Stationery


Make a decorative border.



A letter scrapbook



Making Books With Children

1. If you were helping your child make a book, what materials could you gather for your child to choose from?

2. How could you help your child decide what his or her book should be about?

3. Should your child draw the pictures first and then have you write down the story, or should your child have you write down the story first and then draw the pictures? Does the order matter?

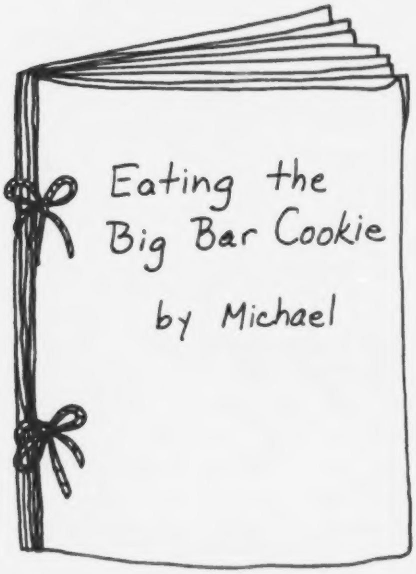
4. Write down the steps for helping children make a book. (Later you will share these steps with the other parents at this workshop.)

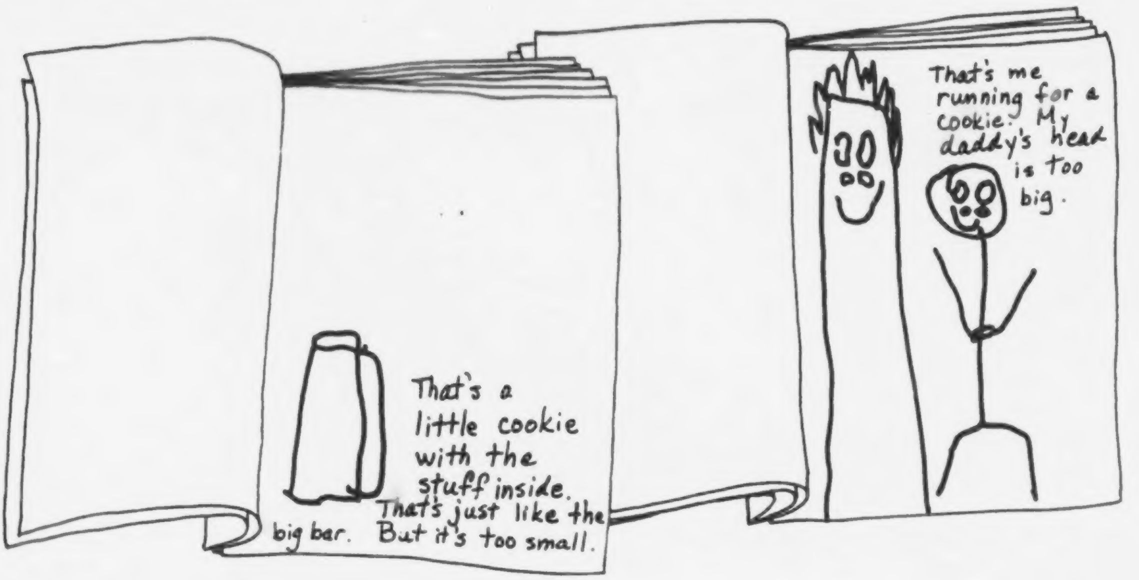
5. Using the materials available, follow the steps you have just listed to make blank books you and your children can draw and write in at home. If possible, make enough blank books for each participant to take one home.

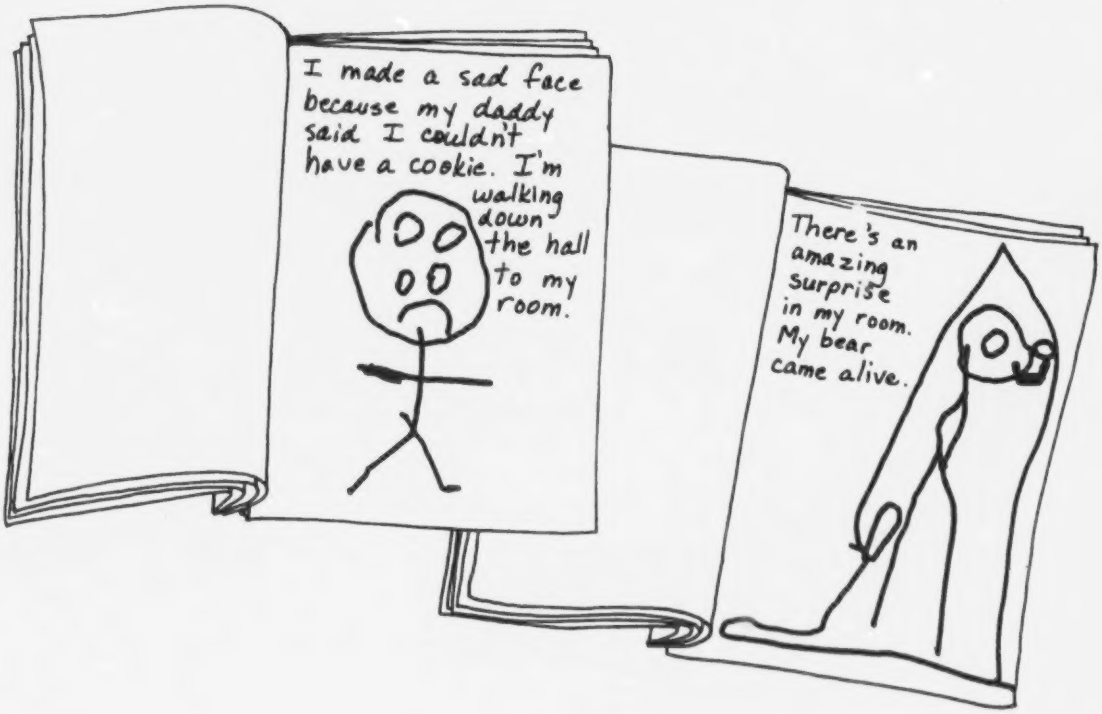
Writing Handouts

Eating the Big Bar Cookie

by Michael, age 4

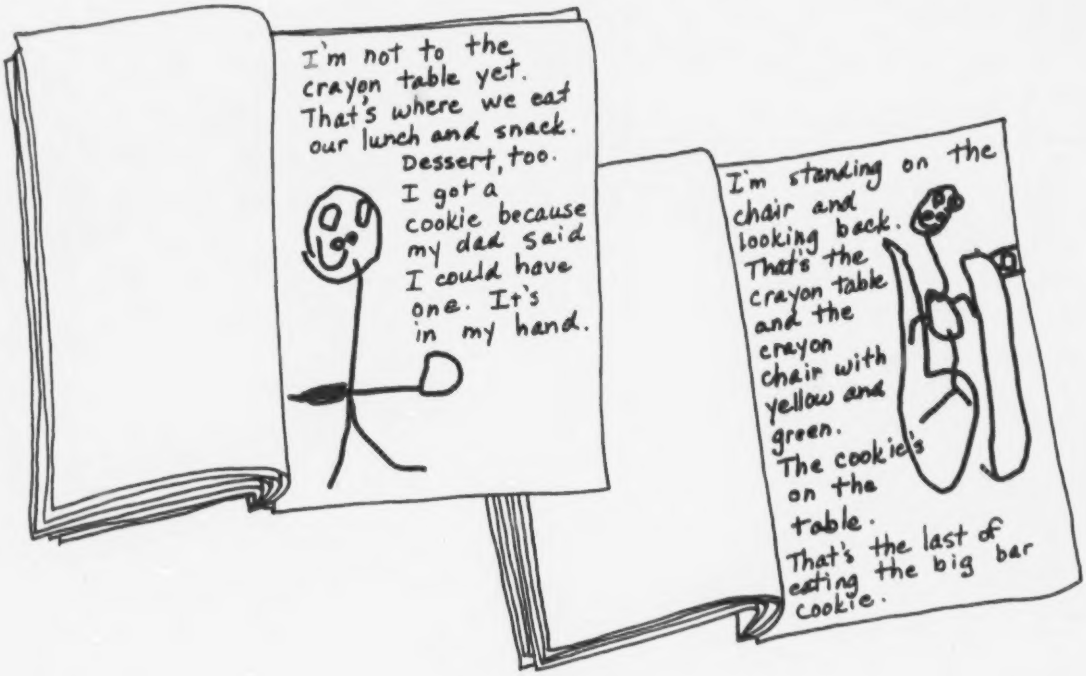






I made a sad face
because my daddy
said I couldn't
have a cookie. I'm
walking
down
the hall
to my
room.

There's an
amazing
surprise
in my room.
My bear
came alive.



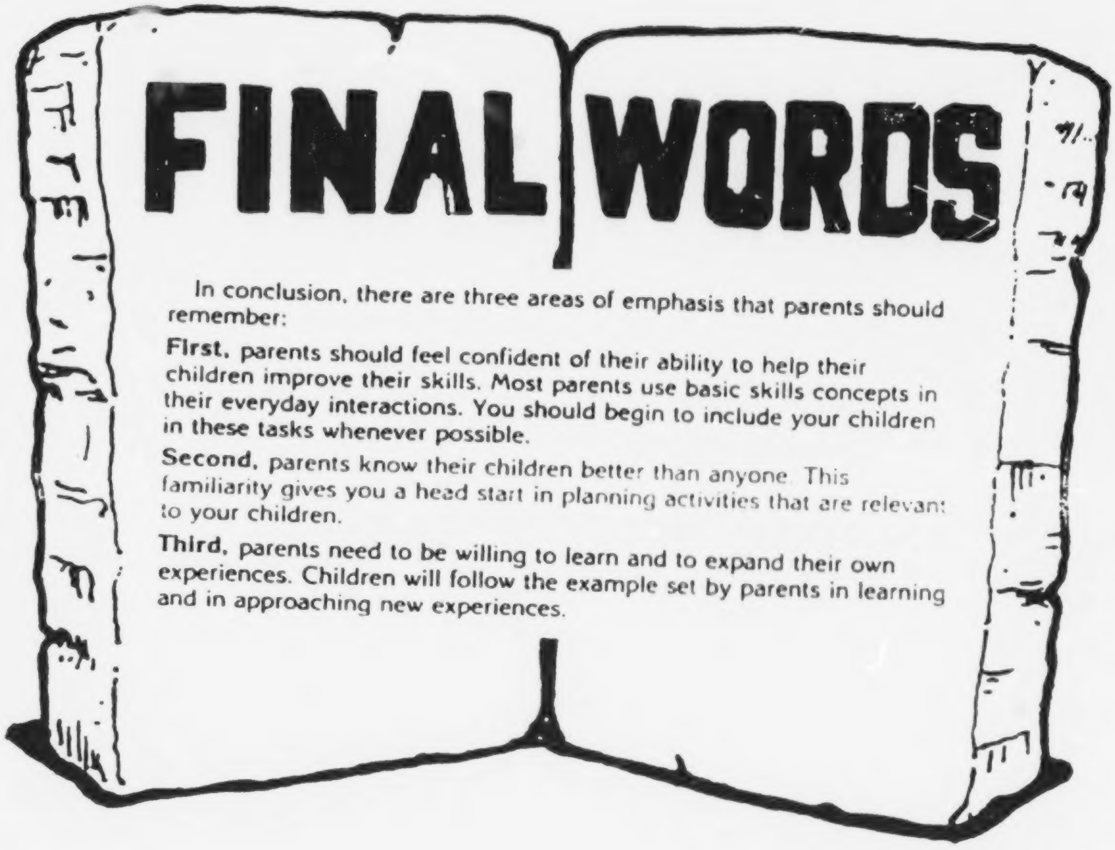
I'm not to the
crayon table yet.
That's where we eat
our lunch and snack.
Dessert, too.
I got a
cookie because
my dad said
I could have
one. It's
in my hand.

I'm standing on the
chair and
looking back.
That's the
crayon table
and the
crayon
chair with
yellow and
green.
The cookie's
on the
table.
That's the last of
eating the big bar
cookie.

You are a famous pilot flying on an important mission.

What's in the bag?

© Susan Striker



FINAL WORDS

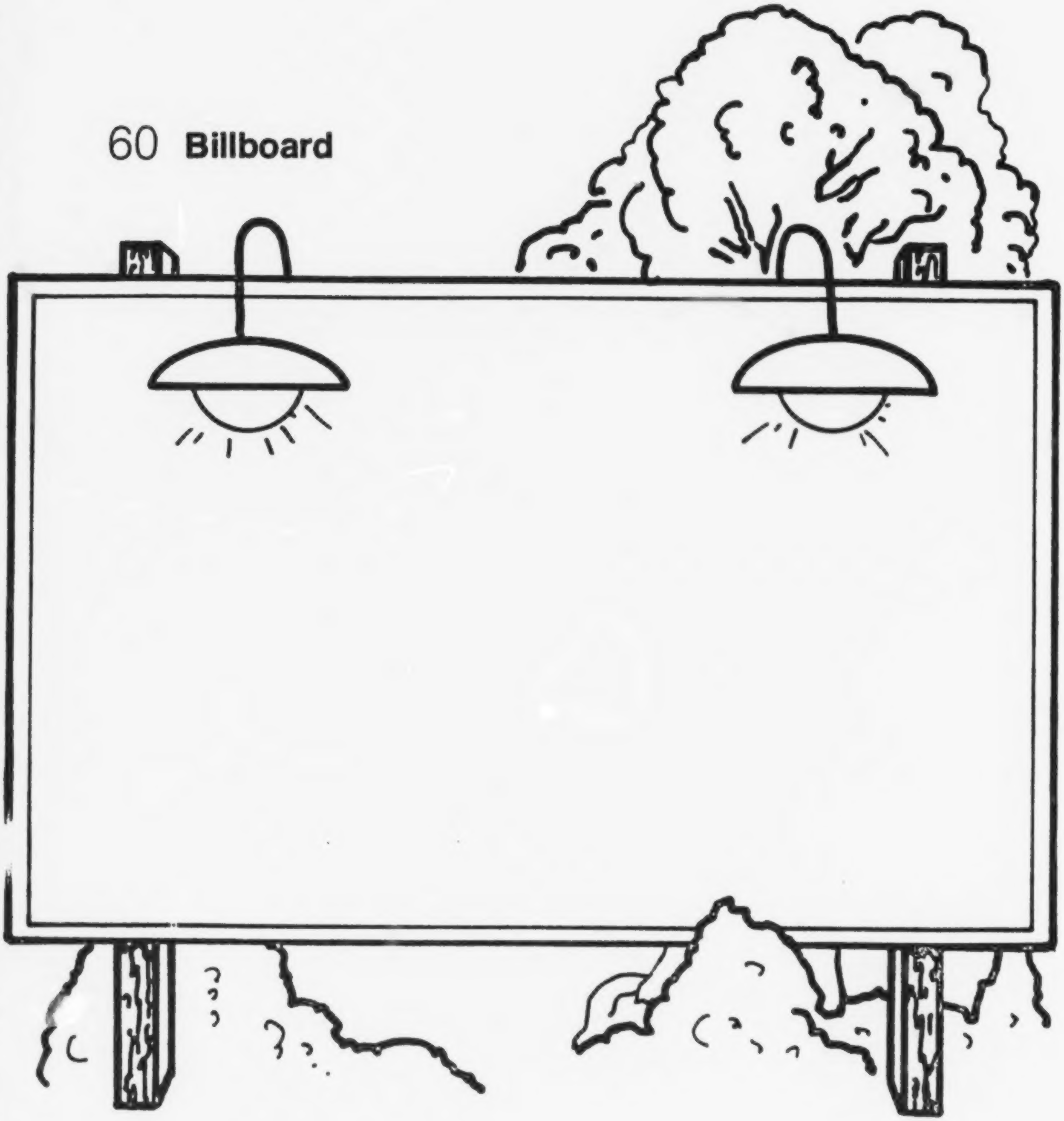
In conclusion, there are three areas of emphasis that parents should remember:

First, parents should feel confident of their ability to help their children improve their skills. Most parents use basic skills concepts in their everyday interactions. You should begin to include your children in these tasks whenever possible.

Second, parents know their children better than anyone. This familiarity gives you a head start in planning activities that are relevant to your children.

Third, parents need to be willing to learn and to expand their own experiences. Children will follow the example set by parents in learning and in approaching new experiences.

60 **Billboard**



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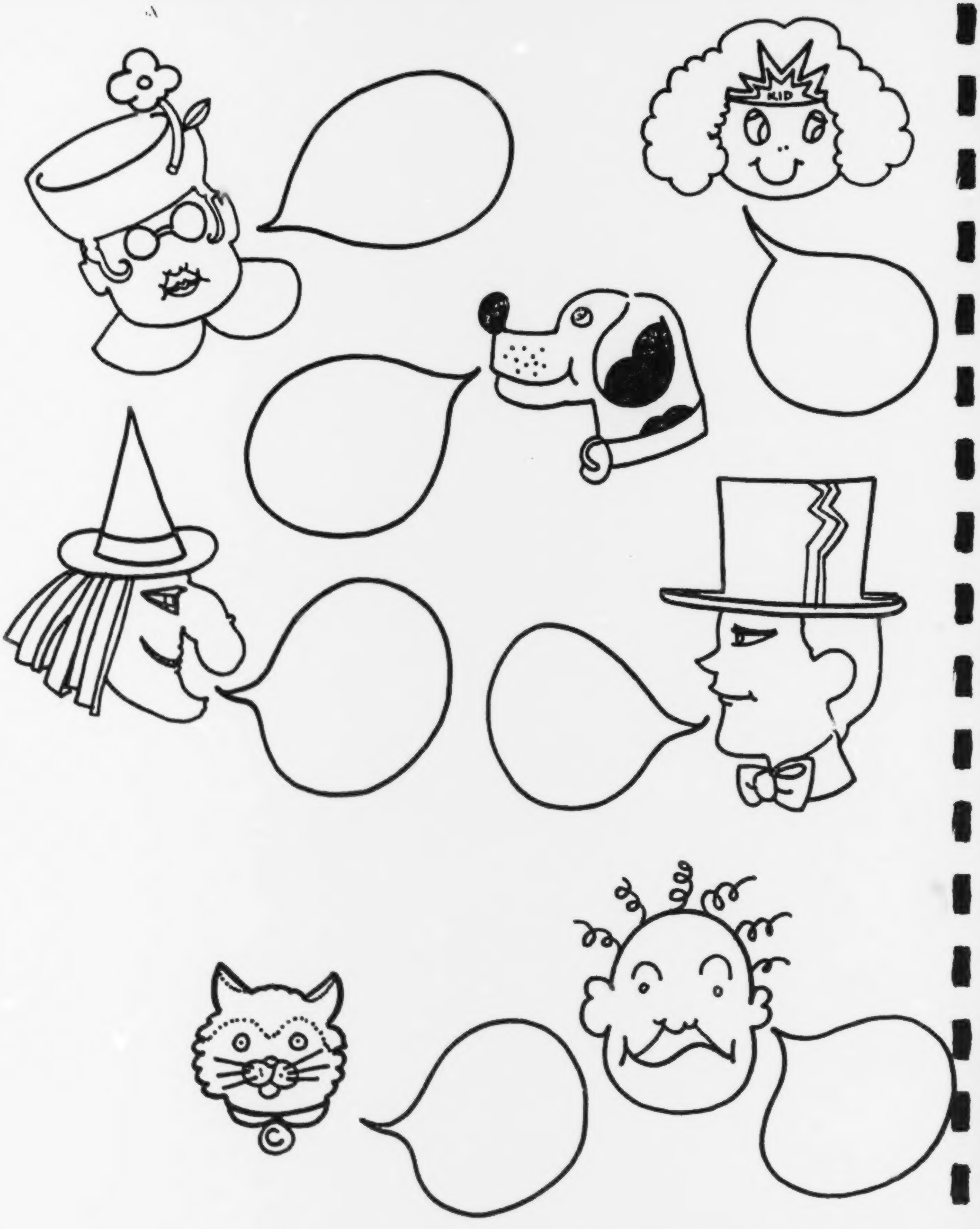

18 What Did They Say?

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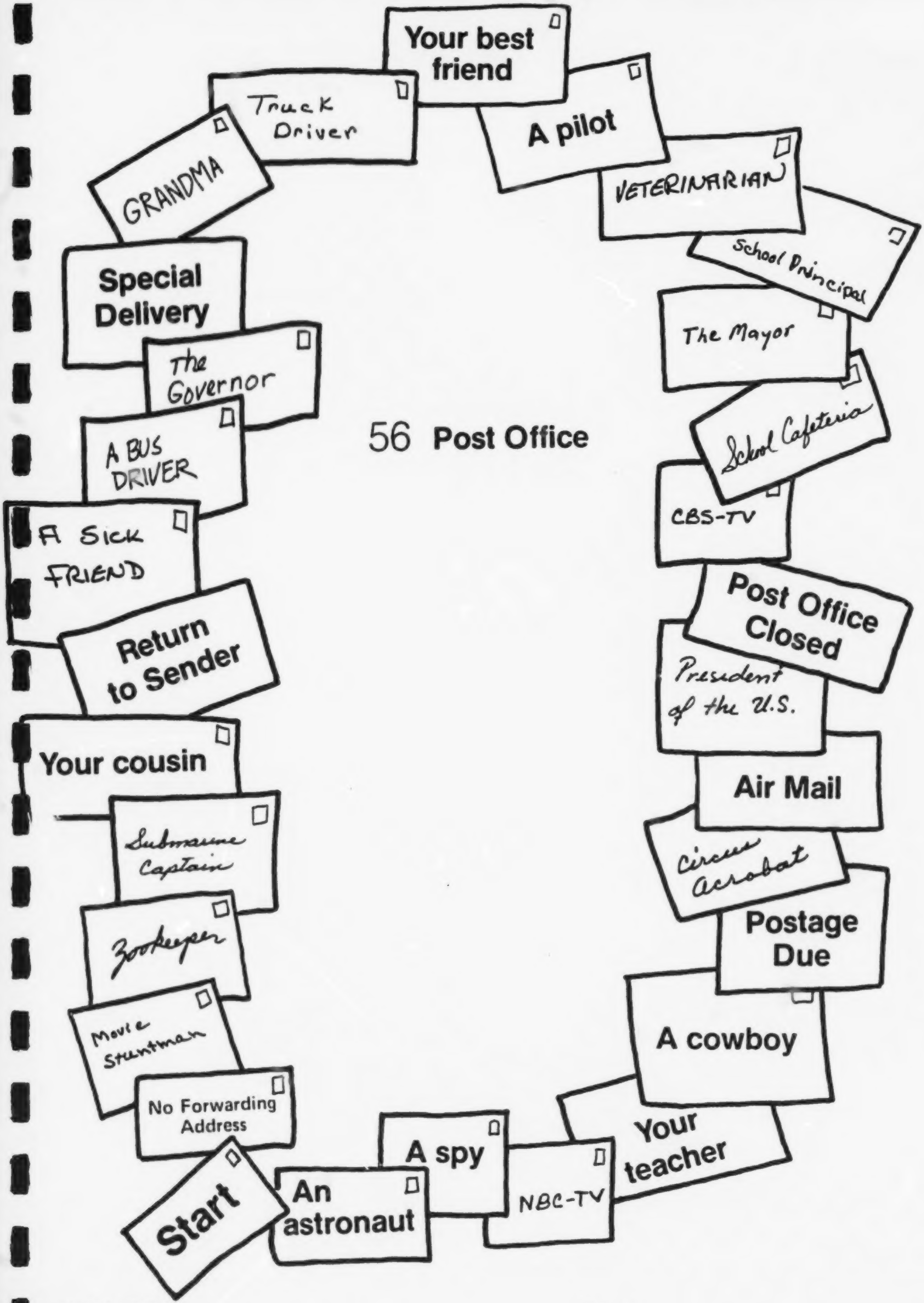
56 Post Office



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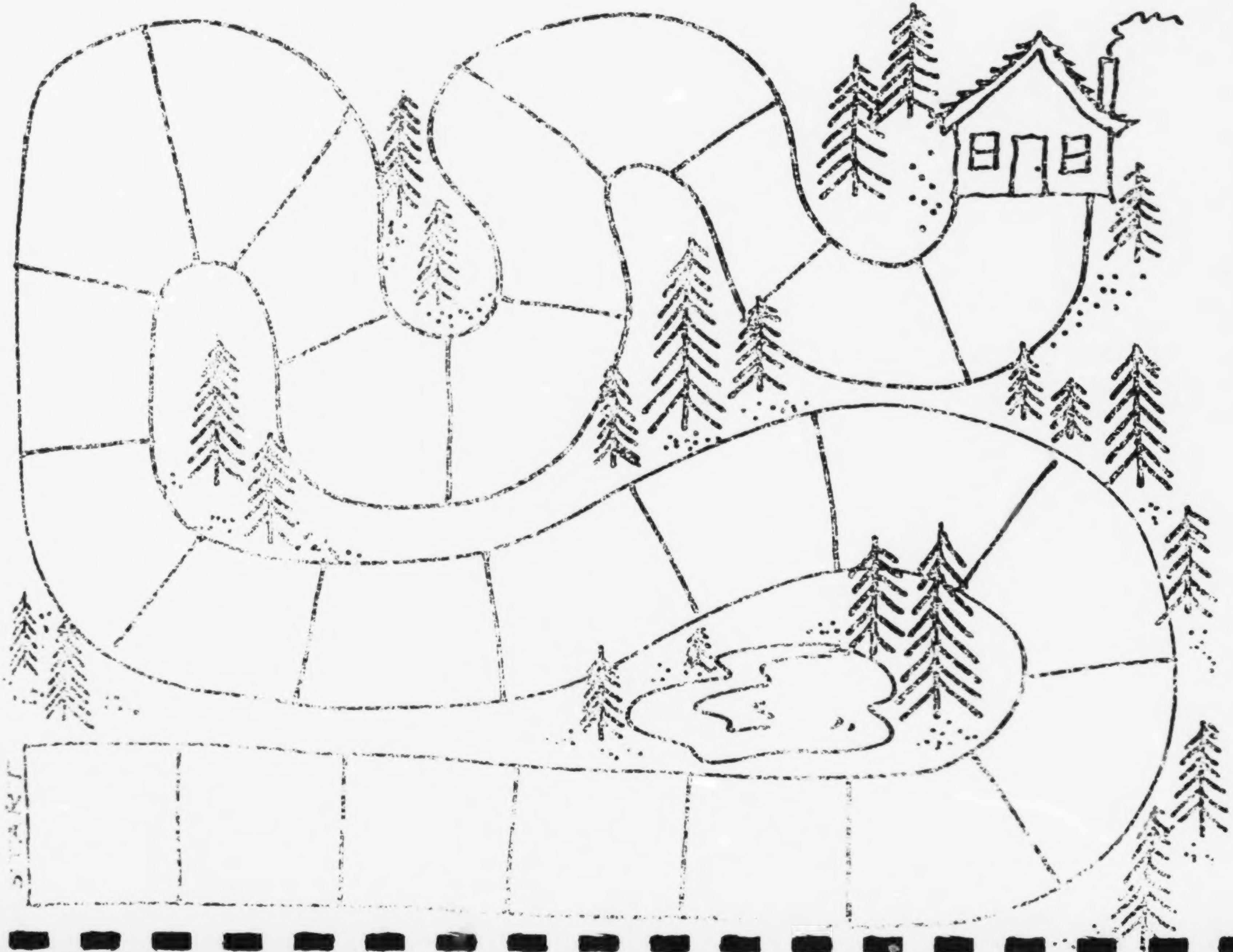
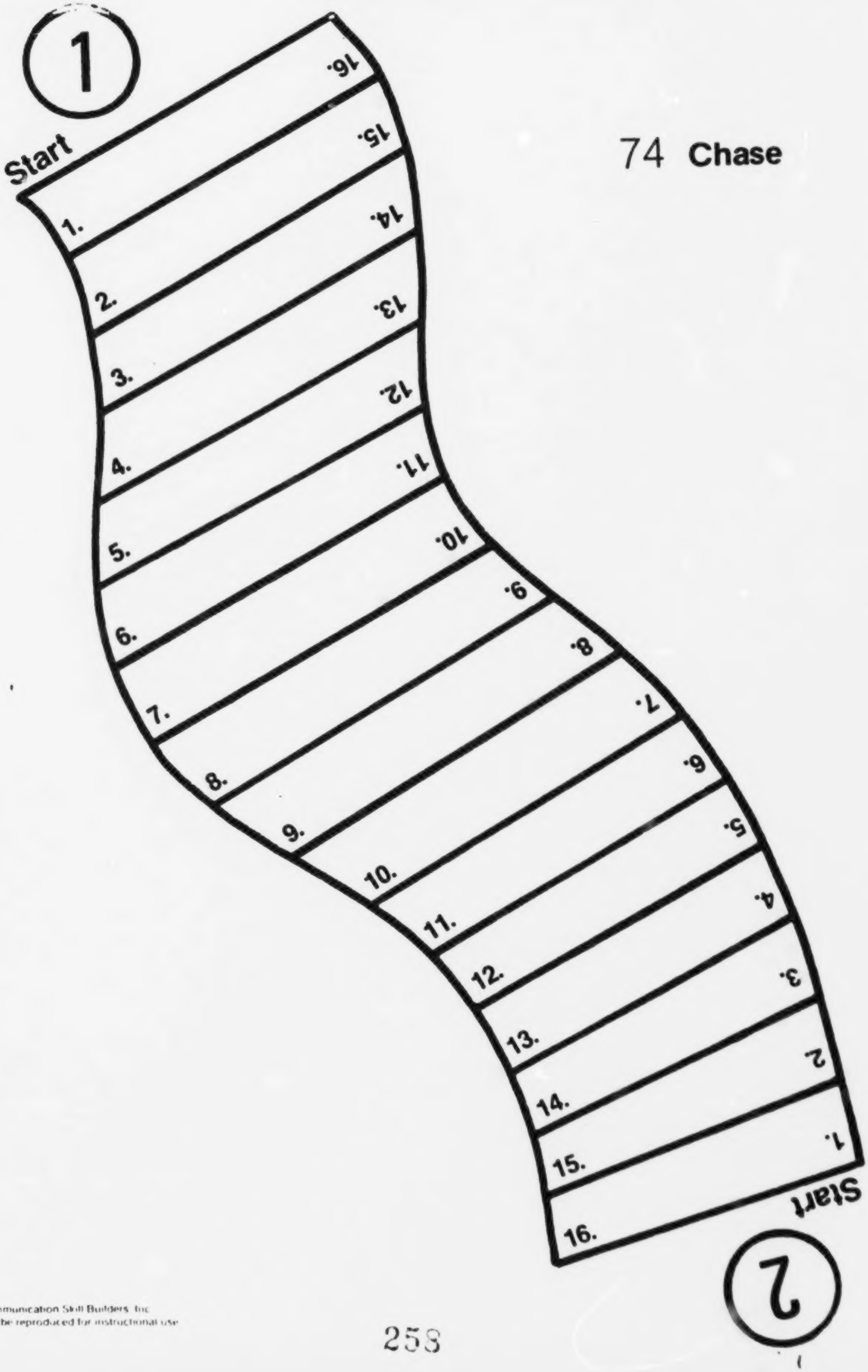

START

74 Chase



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DON'T MISS IT!!

"LANGUAGE ARTS ACTIVITIES FOR SUMMERTIME"

~ A PARENT WORKSHOP

WAYS TO HELP YOUR CHILDREN~

HOW MANY WORDS START WITH "RAIN"?
RAINING! RAINCOAT! RAINFALL!
DOOR PRIZES! HANDOUTS! DISPLAYS!
TAKE-HOME PROJECTS! DEMONSTRATIONS!

DATE: Thursday, July 16
TIME: 9:00-12:00 OR 6:30-8:30 p.m
PLACE: BEACH SCHOOL
RM A6
CHILDCARE: RM A8
PARENT CHILD SPECIALIST: LAURIE GORDON
280-6236

Parent Workshop #8

Language-Building Activities for Summertime

Intro:

Teachers and parents alike will surely agree on the importance of maintaining the skills the children have learned during the school year and this summer. One of the best ways to do this is by doing some summer learning activities. Reading aloud, reading, writing and communication games keep children interested in learning and eliminate boredom. These activities teach new vocabulary and concepts in a natural environment and they support maintenance and extension of reading and writing skills. Communication and relationships between parents and children may also improve!

Activity:

Have family members write down the kinds of car games their families play together. These will be shared later in the workshop.

****

General Suggestions:

1. Keep in mind the importance of the time you spend reading with your child. This activity, more than any other, may have the greatest positive impact on your child's reading, writing and communication skills.

2. When playing family verbal games, let the youngest child answer first.

3. Don't play too long. Keep it fun. Give lots of encouragement!

> "Wow, I was thinking that too!"
> "That was an interesting answer."
> "What else can you think of?"
> "Great, you figured it out."

4. Give hints to help children figure things out instead of telling them the answers.

> "It has four legs and a mane."

"You can find it in your refrigerator."

5. Use and explain unfamiliar words to help build vocabularies.

6. Let family members team up to help each other.

7. Children love to count points for answers. Let them take turns running the games, making rules, and keeping score.

8. Make lists of responses. Children can see verbal-written relationships and the lists can be referred to later for reinforcement and review.

9. Try to think up variations on the games or think up new ones.

10. If you have a tape recorder, turn it on and record one of your family game playing sessions. It's fun to listen to later.

11. If your child asks to play a word game, try to play it for at least a few minutes. Encourage his/her interest.

12. If you have company, introduce them to your games. Children love to share their family activities with others.

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ACTIVITIES

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The newspaper is an inexpensive source of language building activities such as sequencing and comprehension.

1. Cut up one set of the Sunday comics like "Garfield" and glue the panels to construction paper. The child can arrange the strip in the right order and tell or read the story. S/He can rearrange it to make a new story or combine it with parts of other comics and create a story. Write in new dialogue.

2. Read the comics together, taking parts as in a play. Use lots of expression and different voices.

3. Cover the last picture of a comic strip and have your child guess how it will end. Think up new endings or make up new episodes.

4. Act out the news. Cut out interesting articles and pictures from the newspaper. Lay several of these on the table for all of the family to see. Each person acts out an article or a picture. Others guess which one s/he is doing. Parents should start first to model for children.

Television

Use television to its best advantage during the summer!

1. Select with your child the programs s/he will watch each day. Limit viewing to good and appropriate programs. Don't let television be just a babysitter.

2. Parents sometimes need to be aware of the amount of time they spend on their own television viewing so there is time to spend with children on field trips, doing experiments, playing games, having conversations and reading books. Don't let television become a substitute for reading to children.

3. If you are watching a sports program, explain what is happening and teach your child about that sport. There may be many new words and concepts that can be presented.

4. Discuss commercials with your child. Try a television product test (such as "Which paper towel is better?"). Compare your results with those of the television commercial. Make up your own commercials and tape record them.

5. If you watch a "Special" on nature, animals or another culture, expand on the subject. Find related books and discuss the topic.

6. Discuss problems of society that are presented on television shows, such as crime, medical emergencies, etc.

7. As you watch television shows, have your child predict what will happen next. Talk about what is happening and why ("I wonder why the girl is crying. What do you think she will do?").

8. Watch programs with your child so you can answer questions and explain new vocabulary and concepts.

Experiments

Many of these hands-on experiments can be done in the kitchen.

1. Put drops of food coloring in cups of water. Put celery sticks, flowers, apple slices and other foods in the cups and see what happens.

2. Experiment while you are cooking. Measure popcorn in a measuring cup. Then pop it and measure it again. Or, put ice cubes in a measuring cup. Let them melt and see how much liquid you have.

3. Find as many foods as you can that are made from potatoes (chips, french fries, raw potatoes, baked potatoes, instant mashed potatoes, etc.). Taste them and talk about the differences. Do the same with corn products (corn oil, corn on

the cob, canned corn, creamed corn, corn chips, corn flakes, etc.). Also use fruits (fresh, canned, juice, sauce,etc.).

4. Grow seeds in a dish, or grow a potato or avocado seed in water.

5. Catch a bug in a jar and observe it.

6. Look inside of things. Cut open an apple or take apart a flower. Talk about what happens and what you see. Take apart an old clock or other broken appliance.

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BREAK**

Activity:

Collect the car games activity sheets. Share and discuss these ideas with the group. Refer to activities from previous workshops.

****

Games

1. Look for signs with words that do not have standard dictionary spellings. Make a list of these and talk about the usual spellings. Example:

Pay 'n Takit
E Z Sav
Pay 'n Pac

Add to your list names of products like Lo-Cal, Sno-bol, Mop 'n Glo, etc. Look for other examples in the grocery store or in magazine and newspaper ads.

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****

Reflective Listening and I-messages:

-Review reflective listening concept. Discuss and give vocabulary lists of words that reflect happy and upset feelings.

- Discuss 'ownership' of problems that occur. When a child 'owns' the problem, use reflective listening. When the adult 'owns' the problem, use I-messages.

-What are I-messages:

To influence your child you must be able to communicate in a manner that makes it likely that your feelings, meanings and intentions are being understood. In many families, adults do not actually expect children to listen (This can happen without our even realizing it!); they expect to have to repeat every request at least once. The children have trained them to repeat every message. Be aware of how you may be fostering your children's "parent-deafness".

When we communicate with children it is helpful to think in terms of you-messages and I-messages. The you-message lays blame and conveys criticism of the child. It is simply a verbal attack.

In contrast, an I-message simply describes how the child's behavior makes you feel. The message focuses on you, not on the child. It reports how you feel. It does not assign blame. For example, "When you wear your good clothes out to play, they wear out quickly, and I get concerned because we can't afford to buy new ones."

I-messages express what the sender is feeling. They are specific. In an I-message, the non-verbal elements, such as tone of voice are crucial. I-messages require a non-judgemental attitude. An

I-message delivered in anger becomes a you-message conveying hostility.
We all get angry with our children at times. The difficulty is not with the anger itself, but with the purpose of the anger which may be to control, win, or get even. Frequency of your anger is something to be aware of. Frequent use of anger produces the following results:

1. A child's power is reinforced. When you get angry, a child soon realizes the efforts that provoked you.

2. Communication is stifled. The child feels threatened and becomes defensive or counterattacks to save face.

If the relationship between parent and child is based upon mutual respect, occasional anger can "clear the air" and foster communication.

-Constructing an I-message:

Often it is not the child's behavior that is displeasing us; but, rather, the consequences that behavior produces--how it interferes with our needs and rights. In other words, if the child's behavior did not produce these consequences, we may not be bothered by it (unless it were harmful or dangerous). Ex: You are in the kitchen preparing dinner. The kids are in the other room, playing, laughing and having fun. Their noise doesn't bother you. Then the phone rings. Now their behavior is interfering with your needs because you cannot hear what the other person is saying. So.. it is not the behavior per se (their play) that is bothering you, it is the consequences their behavior holds for you. Therefore, when you let them know about your feelings, relate what you say to the consequences of their behavior, rather than the behavior itself. ("With all this noise, I'm having a difficult time hearing.").

To focus on the consequences rather than the behavior itself, construct an I- message in 3 steps:

1. Describe the behavior (When you...)
2. State your feeling about the consequence the behavior produces for you (I feel...)
3. State the consequence (because...)

Stress the word because so the child will know that your feeling is related to the consequence, not the behavior itself.

The most important thing to remember about I messages is that they focus on you; they do not focus on the child; and they do not lay blame on anyone.

Parents and Children Together

Classroom visits.

Summary

-Parents share observations/feelings about child's progress. Discuss changes form first week of SS.
Discuss ideas from workshops that have been used; future plans for home activities.

-Discuss and explain today's hand outs.

-Ask parents to complete workshop evaluation.

Parent Workshop #8

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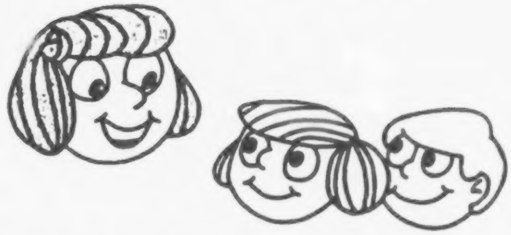


Words for Reflecting "Happy" Feelings

accepted
appreciated
better
capable
comfortable
confident
encouraged
enjoy
excited
glad
good
grateful
great
happy
love
pleased
proud
relieved
respected
satisfied

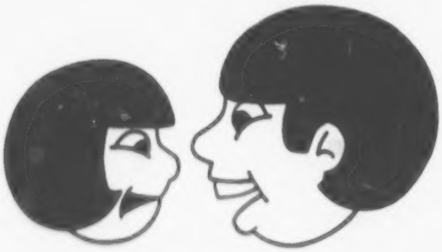
Words for Reflecting "Upset" Feelings

Note: Avoid overusing the word "upset." Frequently replying, "You're upset" may communicate that you do not understand. Be specific in your responses.

accused
angry
anxious
bored
defeated
difficult
disappointed
discouraged
disrespected
doubt
embarrassed
feel like giving up
frightened
guilty
hate, hated
hopeless
hurt
inadequate
incapable
left out
miserable
put down
rejected
sad
stupid
unfair
unhappy
unloved
want to get even
worried
worthless

Decisions for Effective Communication

This chart illustrates situations in which the parent determines problem ownership and then decides whether to listen reflectively or to send an I-message.



Situation	Who Owns Problem?	Reflective Listening	I-Message
Child weeping about "low" report card. [illegible]	Child	You're feeling discouraged about your grades, and maybe worried about what I will think of you.	
Child not helping clean house as agreed upon.	Parent		When you don't keep agreements, I feel it's unfair because I have to do all the work.
Child unable to sleep the night before a test.	Child	You're pretty worried about that test, and not sure you'll do very well.	
Guests visiting; child interrupting parents and guests.	Parent		We can't talk with each other when you keep interrupting.
Child downcast after losing a race.	Child	You're pretty disappointed that you lost.	

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POINTS TO REMEMBER

Exploring Alternatives and Expressing Your Ideas and Feelings to Children

1. Help the child explore alternative solutions:

- **a.** Use reflective listening to understand and clarify the child's feelings.
- **b.** Explore alternatives through brainstorming.
- **c.** Assist the child in choosing a solution.
- **d.** Discuss the probable results of the decision.
- **e.** Obtain a commitment.
- **f.** Plan a time for evaluation.

2. Decide who owns the problem. Ask yourself, "Whose purposes or desires are not being met?"

3. Behavior is a problem for you *only* when the behavior interferes with you.

4. Communicate your feelings with "I-messages." I-messages tell children how their behavior interferes with you and how you feel about this interference. Report your feelings, without assigning blame.

5. Use I-messages to communicate your positive feelings as well as to communicate things which bother you.

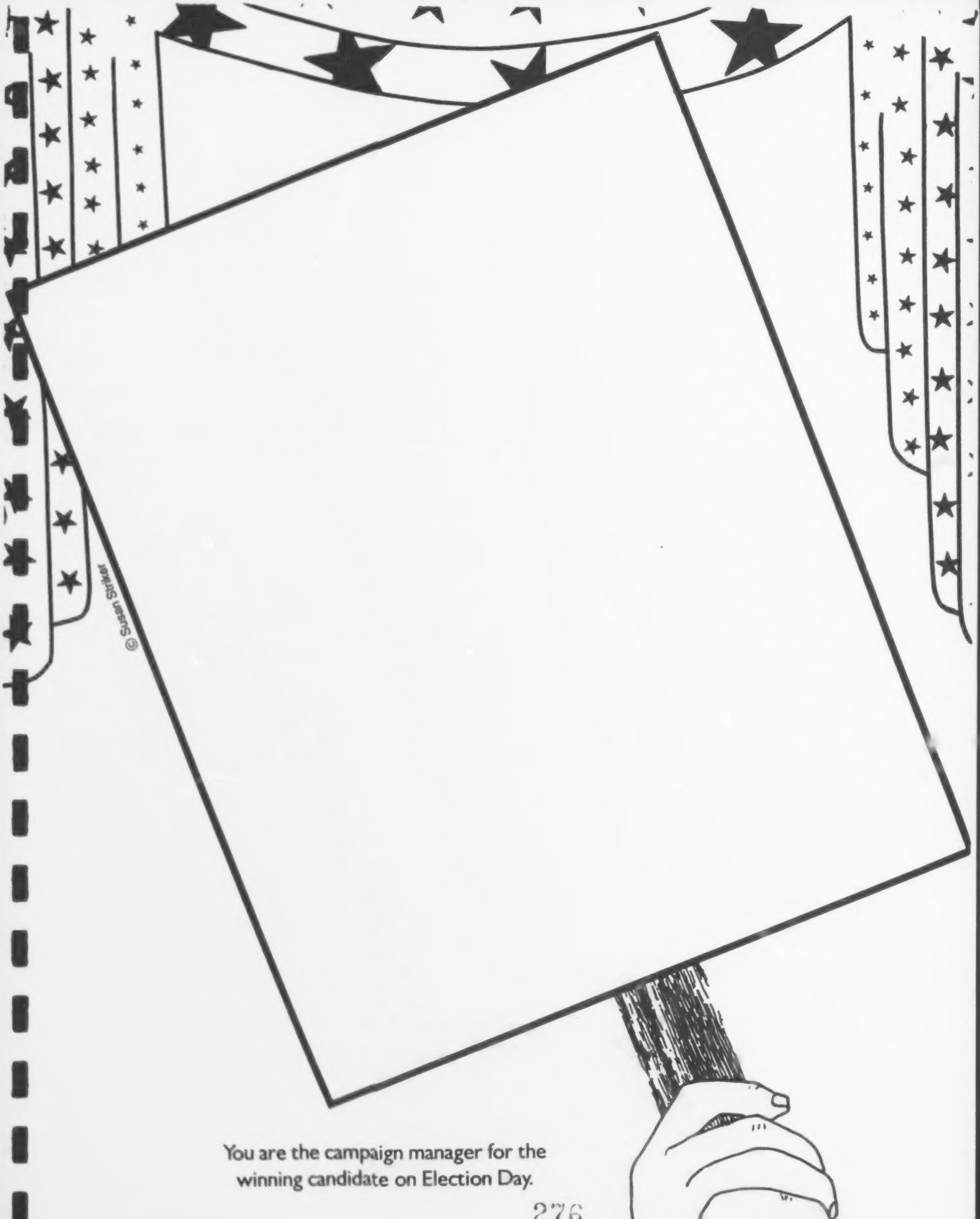
6. I-messages delivered in anger become You-messages. You-messages blame children and convey criticism but omit the message that it is the child's responsibility to change. You-messages are sent in disrespectful tones.

7. When there is a conflict, limit your talking to perception of feelings and answering questions. As much as possible, restrict talking to friendly conversation in a calm atmosphere.

8. Sarcasm, ridicule, and pressure are destructive to good relationships.

9. Avoid using labels which show a lack of confidence in your child.

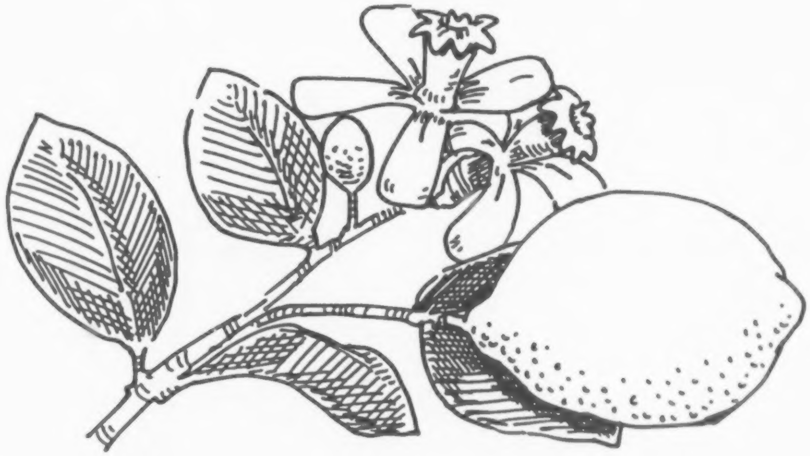
10. Communicate faith in your child through words, gestures, and tone of voice.



© Susan Striker

You are the campaign manager for the winning candidate on Election Day.

Lemon



Description

Lemon trees have long, pointed, pale green leaves and large, white fragrant flowers. The fruit has a yellow, leathery skin and is about 3" long and 2" in diameter.

Fun Facts

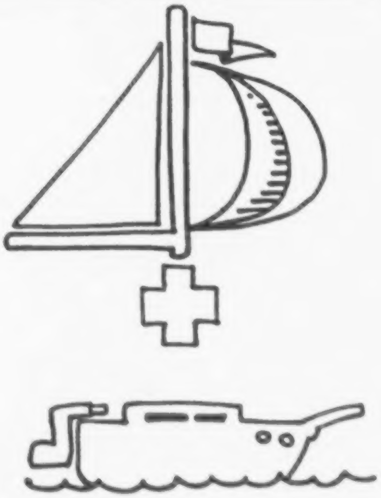
- ◇ People rarely eat fresh lemons because of their sour taste. But lemon juice is used in many food products, such as soft drinks, candy, cakes, cookies, salads, and fish dishes.
- ◇ Lemon oil is used as a fragrance in many nonfood items, such as household cleaning products, soap, and shampoos.
- ◇ More lemons were sold during the California Gold Rush than at any other earlier time. People ate lemons to prevent a disease called *scurvy* caused by the lack of vitamin C.

Activities

1. Write invisible messages using lemon juice. Give each child a paintbrush or cotton swab, lemon juice, and a sheet of paper. Students dip the paintbrush or cotton swab into the lemon juice and use it to write a message on the paper. The message will be invisible. To reveal the message, iron over the paper with a warm iron or hold the paper up to a light bulb. The heat will reveal the secret.
2. Make fresh lemonade. Squeeze enough lemons to make 1/3 cup of juice. Combine the juice with 1/4 cup of sugar and 1 quart of cold water. Add ice cubes to chill. Stir well and enjoy.

NAME ____________________________________

One Plus One Equals One



When does one plus one equal one? When you're adding words! For example, one word —*sail*—plus a second word—*boat*—equals one compound word—*sailboat*.

Try making your own compound words. Use the repeating word in each group of compound words below to invent a new compound word. Your word should be one that cannot be found in the dictionary. After you write your word, use it in a sentence.

1. doorbell doorknob doorway door______________

____

2. football footpath footprint foot______________

____

3. birthday everyday someday ______________day

____

4. nightclub nightgown nightmare night______________

____

5. sunlight moonlight flashlight ______________light

____

____

6. seashore seashell seagoing sea______________

____

7. downhill downtown downstairs down______________

____

NAME ______________________________ 16

Puzzling Pronunciations

Two words that are spelled the same but pronounced differently are called *homographs*. For example, try sounding out the letters *u-s-e* in the sentences below:

May I *use* your pen for a minute? I have no *use* for that box.

In the first sentence, the *s* is said like *z*. In the second sentence, the *s* has the sound of *s* in words such as *sea* or *song*.

1. Write a sentence for each homograph below. The pictures give you clues about what the words mean.

dove (rhymes with love)

A. ______________________________

dove (rhymes with stove)

B. ______________________________

bow (rhymes with so)

A. ______________________________

bow (rhymes with cow)

B. ______________________________

2. On another piece of paper, write a sentence for each of the homographs below. If you are not sure what a word means, use a dictionary.

A. *read* (rhymes with *bead*) and *read* (rhymes with *head*)
B. *row* (rhymes with *so*) and *row* (rhymes with *cow*)
C. *refuse* (the *s* sounds like *z*) and *refuse* (the *s* sounds like a regular *s*)
D. *do* (rhymes with *moo*) and *do* (rhymes with *so*)

⑥

NAME ______________________________

Clipped Word Crossword Puzzle

The words that fit into the crossword puzzle below are clipped words, or words that were originally longer but have been shortened over time. See how many you can figure out.

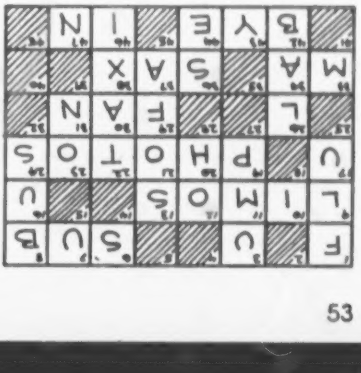
1	2 ▨	3	4 ▨	5 ▨	6	7	8
9	10	11	12	13	14 ▨	15 ▨	16
17	18 ▨	19	20	21	22	23	24
25 ▨	26	27 ▨	28 ▨	29	30	31	32 ▨
33	34	35 ▨	36	37	38	39 ▨	40 ▨
41 ▨	42	43	44	45 ▨	46	47	48 ▨

Clues Across

6. Clipped word for a boat that travels under water.
9. Word clipped from *limousines*.
19. Word clipped from *photographs*.
29. If you cheer a lot for a team, you're a ____________ .
33. Clipped word meaning *mother*.
36. Word clipped from *saxophone*.
42. Word clipped from *goodbye*.
46. Opposite of *out*. (Not a clipped word.)

Clues Down

1. Word clipped from *influenza*.
3. Word clipped from *umpire*.
8. A way of getting around; this word was clipped from *autobus*.
12. Abbreviation for *Ohio*.
13. A piece of furniture you sit on. (Not a clipped word.)
22. Word clipped from *taxicab*.
23. The opposite of *off*. (Not a clipped word.)
26. A place where scientists work, clipped from *laboratory*.



F	▨	U	▨	▨	S	U	B
L	I	M	O	S	▨	▨	U
U	▨	P	H	O	T	O	S
▨	L	▨	▨	F	A	N	▨
M	A	▨	S	A	X	▨	▨
▨	B	Y	E	▨	I	N	▨

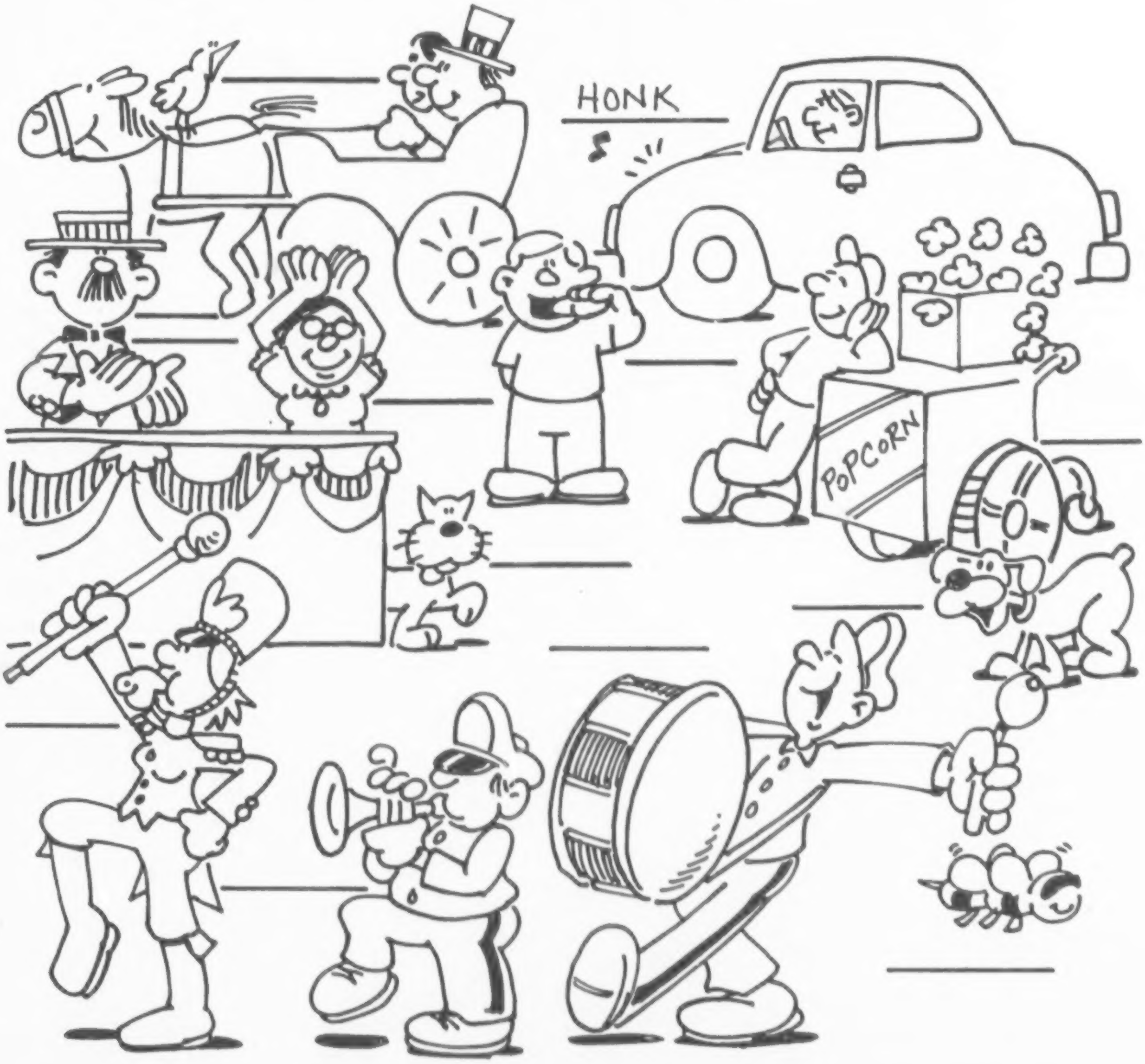
NAME____ 17

Echo Words

Many words that we use every day imitate real sounds. A word like *sizzle*, for example, is supposed to sound like what bacon does in the pan. *Bang* is supposed to sound like the noise a hammer makes.

The dictionary calls these "echo words" because they echo the real world. A fancier name for them is *onomatopoeia*, which is pronounced "on o mah ta pee ah."

Study the picture below. In it you'll find all sorts of noises. Label at least ten using an echo word. A sample has been done for you.

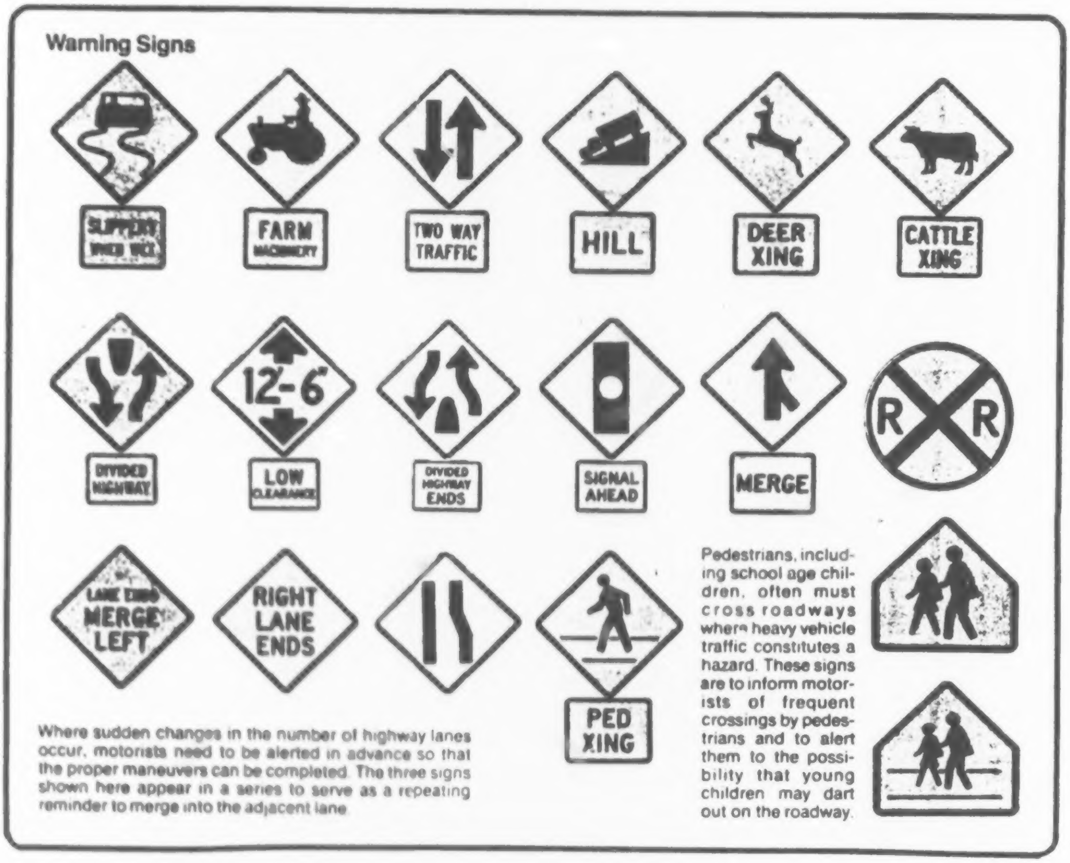


Answers: Some of the echo words you might have used in the picture are: *boom, bow-wow, buzz, clap, clippety-clop, crash, crunch, honk, meow, pop, toot, tweet.*

101. TRAFFIC SIGNS

As international travel has become more common, the United States has adopted traffic signs that use pictures and symbols. These help overcome language barriers. Understanding traffic signs is important for safety for drivers and pedestrians.

Shapes have meaning. Diamond-shaped signs signify a warning; rectangular signs with the longer dimension vertical provide a traffic regulation; and rectangular signs with the longer dimension horizontal contain guidance information. An octagon means stop; an inverted triangle means yield; a pennant means no passing; a pentagon shows the presence of a school; and a circle warns of a railroad crossing.



Where sudden changes in the number of highway lanes occur, motorists need to be alerted in advance so that the proper maneuvers can be completed. The three signs shown here appear in a series to serve as a repeating reminder to merge into the adjacent lane.

Pedestrians, including school age children, often must cross roadways where heavy vehicle traffic constitutes a hazard. These signs are to inform motorists of frequent crossings by pedestrians and to alert them to the possibility that young children may dart out on the roadway.

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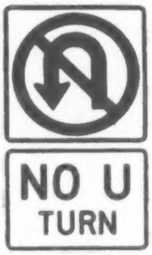
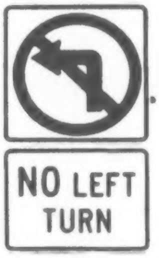
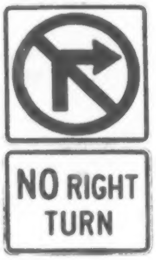
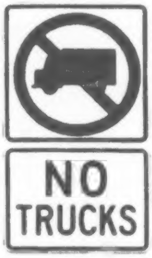
Regulatory Signs

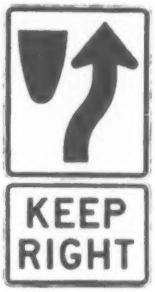
Black and white signs are for posting regulations. Red signifies stop, yield or prohibition. The red circle with a diagonal slash always indicates a prohibited movement.

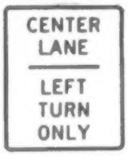




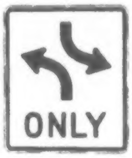


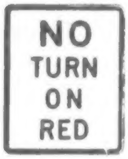


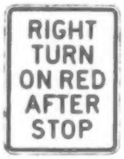




Left turns may be allowed for traffic coming from opposing directions in the center lane of a highway. There are two types of signs used to identify these locations. One a word message and the other a symbol sign showing opposing left turn arrows with the word "Only."

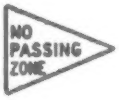




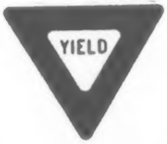


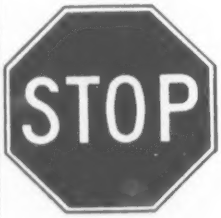
Turns are permitted in many States at traffic signals when the red traffic signal is on. There are two types of laws which permit this movement. One permits the turn only with posting of the sign "Right Turn on Red After Stop." The other law allows turns at any intersection unless specifically prohibited by displaying the sign "No Turn on Red."

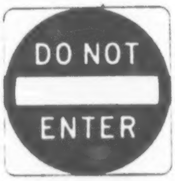
The pennant-shaped warning sign supplements the rectangular regulatory, "Do Not Pass" sign. The pennant is located on the left side of the road at the beginning of the no-passing pavement marking.

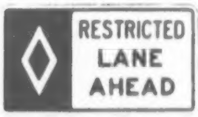


A "Restricted Lane Ahead" sign provides advance notice of a preferential lane which has been established in many cases to conserve energy by the use of high occupancy vehicles such as buses and carpools. The diamond symbol displayed on the sign is also marked on the pavement to further identify the controlled lane.









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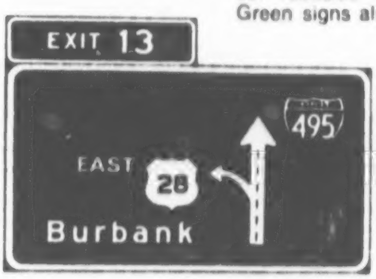
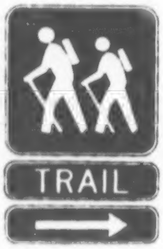
Guide Signs

Green background signs provide directional information. Diagrams on some signs are being introduced to help motorists find the correct path through complicated interchange ramp networks. Roadside mileage markers will assist in trip planning and provide locational information. In addition mileage numbers (mile post numbers) are used to identify interchanges and exits. The number for an exit is determined from the nearest roadside mileage marker preceding the crossroad. Green signs also point the way of such items as trails for hiking and places for parking.

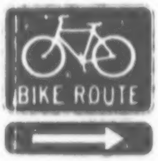


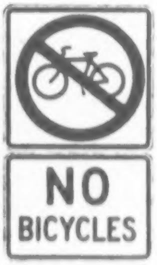


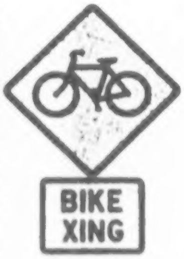
The brown background sign provides information pertaining to access routes for public parks and recreation areas.

Signs for Bicycles

Bicycles are used by many persons on portions of heavily traveled roadways. This mixing of bicycles and motor vehicles is extremely dangerous and wherever possible, separate facilities are being provided for the bicycles. The green guide sign points out the bike route. The other two signs shown here appear where bicycles are restricted from use of the roadways and where separate roadway crossings for bicycles are provided.







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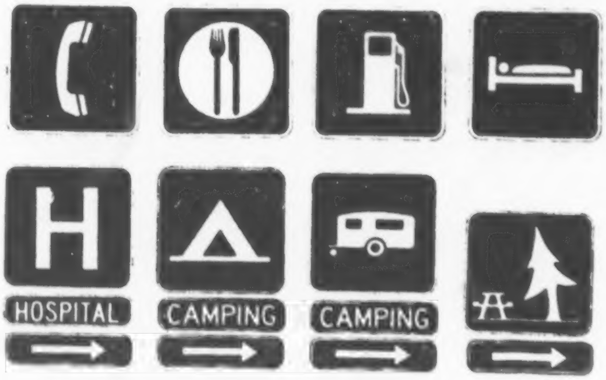
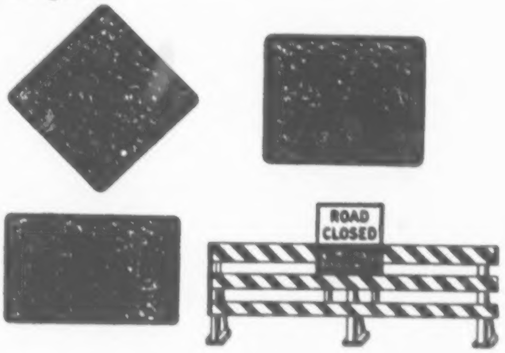
Services Signs

The blue color of these signs indicates that they provide direction to motorist service facilities. Word message signs generally are used to direct motorist to areas where service stations, restaurants, and motels are available. Logo signs are optional.

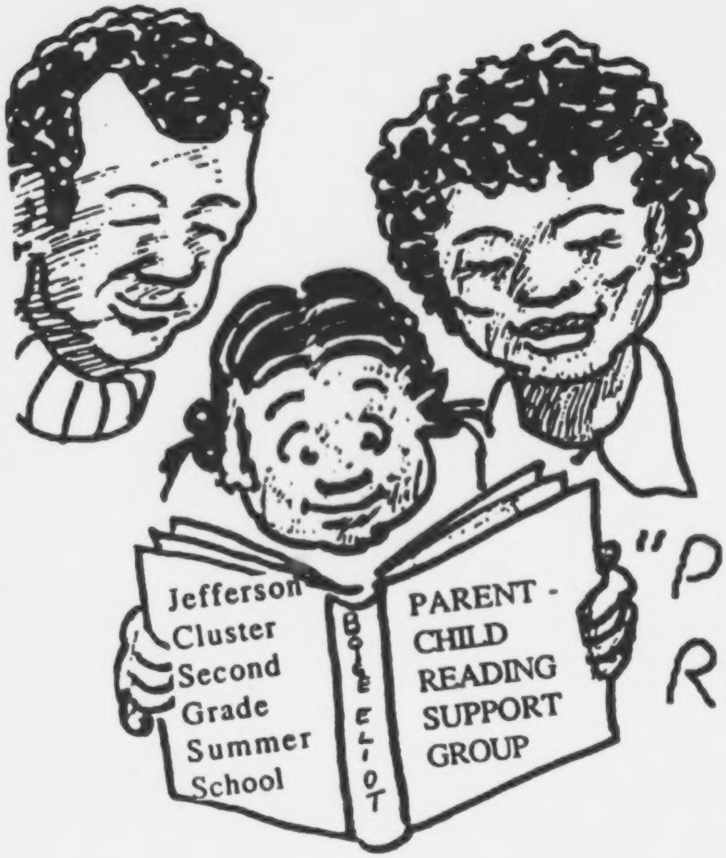


Signs in Construction Areas

The color orange has a special use. It appears on signs and barricades in construction and maintenance areas as a constant warning to motorists of possible dangers



See Also List 9, Transportation Words;
List 56, Taxonomy of Graphs; and
List 98, General Signs and Symbols.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- ✱ Apply for library cards
- ✱ Learn tips on helping children read
- ✱ Read together as a family
- ✱ Listen to parents read stories
- ✱ Win FREE books!

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PARENT CONFERENCE ROLE PLAYS

Presenter asks for a volunteer to help with some short role plays on conferencing with teachers. Presenter and volunteer briefly review the script with the parent taking the teacher role.

Role Play #1

Dougie Doormat

Teacher is seated in front of the audience. Dougie enters shyly and sits down across from the teacher, looks down.

Teacher: "Hello, Mr. Smith. I'd like to tell you how Tommy is doing in his work this year. First, do you have any questions or concerns?"

Dougie: (looks down, pauses) "Um . . ., well, no." (in a soft voice)

Teacher: (looks a little surprised) - "Well, how has this year been for Tommy?"

Dougie: (looks down and pauses), "um . . . fine."

Teacher: "Oh well, let me tell you how he's doing in reading . . ."
(Parent leaves the circle.)

Role Play #2

Gertie Gorilla

Gertie enters, walking quickly, with an angry expression. She sits down and quickly turns her body away from the teacher.

Teacher: "Hello, Mrs. Smith."

Gertie: (interrupting) "Tommy came home from school today saying you were picking on him. This school has always had it out for him. I want to know what's going on!"

Teacher: (looking startled and moving back slightly). "I don't pick on Tommy - I treat him like everyone else . . ."

Gertie: (interrupting) "He always gets blamed for stuff he didn't do! That Jones kid is always getting him in trouble -- everyone knows he's a troublemaker. What are you doing about him?"

Teacher: "I'd really like to focus on Tommy today . . ."

Gertie: (interrupting) "See what I mean! Picking on Tommy?!"

Role Play #3

Pollie Problem Solver

Pollie enters with a smile and sits down facing the teacher.

Teacher: "Hello, Mrs. Smith. I'd like to tell you how Tommy is doing this year. First, do you have any questions or concerns?"

Pollie: (Taking out her list) "Yes, I have several -- I made a few notes. First, his academic work -- especially reading, then how he's getting along -- he seems to be having difficulty with the Jones boy."

Teacher: Let's start with the reading. He is reading at grade level and strong in phonics, but weaker in understanding what he reads. I'm working with that in his reading group. If you would read with him and discuss the story together, that would help.

Pollie: "Fine, we will start up our weekly library trips again. And the Jones boy?"

Teacher: "Well, that is a toughie. The two of them seem to compete a lot for the role of being the class entertainer. Maybe we can figure out some ways to change that . . ."

Home As A Place To Study and Learn

Directions: Parent record child's response to the following statements.

People	Yes	No	Sometimes
1. There is someone to help me with my work if I need it.	☐	☐	☐
2. When I bring home work from school someone is interested in looking at it.	☐	☐	☐
3. Someone at home says good things about my work.	☐	☐	☐
4. Other people at my house read at home.	☐	☐	☐
5. In our house there are times when we all talk together.	☐	☐	☐
6. In my house someone listens to my questions and talks with me.	☐	☐	☐

Place	Yes	No	Sometimes
1. I have a quiet place to work away from radio, television, and people talking.	☐	☐	☐
2. I have a table space to work which is comfortable for me.	☐	☐	☐
3. At home I have the paper, pencils, and books I need to do my work.	☐	☐	☐
4. We go to the library and I use my own library card.	☐	☐	☐

Parents checked responses as they viewed it, then were to administer to their child. Last, parents circled one thing they wanted to change.

Time	Yes	No	Sometimes
1. I have a regular time each day I do my homework.	☐	☐	☐
2. I have a limit to how much television and which television programs I am allowed to watch.	☐	☐	☐
3. I have a regular bedtime on each school night.	☐	☐	☐
4. In my house I am responsible for my homework assignments.	☐	☐	☐
5. In my house my parent(s) is/are responsible for helping me find a time and a place to work.	☐	☐	☐
6. In my house we have story time.	☐	☐	☐
7. In my house we play games together.	☐	☐	☐

Discipline - Or How Can I Get My Kid's To Do What's Right?

Punishment vs. Discipline

The BIG IDEAS to remember:

	Punishment	Discipline
Purpose:	Control behavior	Train for correct behavior
Focus:	Present situation	Future maturity
Attitude:	Discontent with action; desire to stop unpleasant behavior	Love and concern; desire to help child learn
Result:	Child is foiled, frustrated; experiences discomfort	Child learns what is expected; gains maturity and self-control

Discipline is Learning and is from the word "disciple" - someone who follows the teachings of another. It is not tears and punishment.

You are doing the teaching. You are teaching:

- Self-control
- Responsibility
- Self-discipline

You want to gradually move from outer controls (you) to inner controls (your child).

Short-range goals and long-range goals should be worked on at the same time.

You need to look for the causes of misbehavior. Children misbehave for a variety of reasons:

- Parents expect more than the child is capable of (too much for their age)
- Children may be defending their identity
- Children may be just trying to grow up, to learn new skills
- Children may be seeking attention, power, or revenge.

There is no one right way to discipline, but there are guidelines:

1. Let children make some decisions and choices.
2. Give reasons for your rules.
3. Give them appropriate responsibilities.
4. Remove them from situations they can't handle.
5. Redirect their behavior.
6. Let them learn what the consequences of their behaviors are.
7. Ignore behavior that you wish to stop.
8. Punish the child (realizing when used too often this has negative side effects).

The method you use depends upon you, the child, the situation, your comfort level with the method and the age of the child.

Keep your perspective! Kids are learning -- some fast, some slow. They often don't learn the first time around.

Be consistent! This may be the most important quality of your discipline plan!

Taken from Footsteps: Teacher's Manual Part I - A Guide to Accompanying Programs 1 to 20.

The Safe Child Program

The "What if..." Game

The purpose for any "What if..." Game is:

1. to find out what your children think,
2. to talk about possible solutions to a problem,
3. to agree on one solution that seems the best and, from that, to establish working guidelines for what you or your children would do in such a situation.

The "What if..." Game helps children to anticipate and plan. It is this aspect of the game that makes it the single most valuable tool you have for teaching safety to your children.

"What if..." checklist

- Always play the game with a non-threatening "What if..."
- Use role-playing, or acting out the "What if...", to make the game more fun and to firmly establish the expected behavior.
- Never respond to your child's "What if..." by saying, "Oh, don't worry about that. That will never happen to you."
- Your children should ask most of the "What if..." questions.
- Do not ask questions which alarm or frighten your children.
- Be aware of age differences when playing the "What if..." Game, so older children aren't insulted or turned off.
- If your children keep asking the same thing over and over, try to find out what question they really want answered.
- Make sure your children know in advance what the consequences will be of telling you about something that has happened when they were doing something they shouldn't have been doing.

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IV. TEACHING PERSONAL SAFETY

To Teach Safety In A Family Setting:

1. Ask children if they want to play the "What If" game.
2. Tell them you will say the "What If" part and they can tell you what they would do.
3. Parents brainstorm their own "What If's".

Sample situations may include: "What Would You Do If...

- you were the only one in the house and a candle tipped over and started a fire?"
- you were home alone and someone called and asked if your mom and dad were home?"
- you were walking home and someone you knew asked if you wanted a ride?"
- your babysitter wanted you to touch his/her private parts or wanted to touch yours?"
- a grown-up friend tickled and tickled you and wouldn't stop?"
- you were home alone and a grown-up you know came over and wanted to come inside?"
- your friend tells you that her mom or dad has been hurting her?"
- ..."
- ..."

V. REVIEW SPECIFIC SKILLS WE TEACH CHILDREN IN SITUATION REHEARSALS:

A. Sound like you mean it.
(strong voice, strong words)

B. Look like you mean it.
(eye contact, posture, facial expression)

REPORT FROM THE PARENT SESSION OF THE JEFFERSON CLUSTER SECOND GRADE SUMMER SCHOOL AT KING SCHOOL

When I was asked to work as the Parent Specialist with the Jefferson Cluster Second Grade Summer School Program. I began to think of the importance of parents and the home environment in the learning process of children. and especially the influence parents can have in helping children improve in reading.

What could I share in eight lessons to help them to realize that they were the first teachers and that they can and must continue to play an important role in their child's reading? I decided to divide each session into the following parts:

1. Parenting Skills
2. Reading Tips
3. Time to Read
4. Sharing Time

Each Topic was broken down as follows:

1. **Parenting Skills** - Using information from a booklet and video entitled The Little Things Make a Big Difference. we covered the following six areas for school success.

    a. Family Reinforcement of Children's Self-Esteem
    b. Family Work Habits
    c. Family Support of Academics
    d. Family Participation in Stimulating Activities
    e. Family Emphasis on Language Development
    f. Family Academic Expectations

Mr. Samuel Wade. our Child Developmental Specialist was our visiting resource person. He attended two sessions and reinforced some of the things we were discussing during our parenting skills time.

Under each topic there were suggestions of everyday tips and activity ideas that parents could fit into their busy schedules. I wanted parents to realize that they can help their children learn to read by providing many opportunities that encourage thinking. speaking. listening. and language development. Parents provide the foundation for the person the child will become as an adult. The child continues to build on that foundation as he grows. The learning experiences of everyday life are the basics of that building.

2. **Reading Tips**

    a. Introduction - How children learn to speak. read. and write.

    b. Reading strategies of what to do
        1) Before reading
        2) During reading
        3) After reading

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2. **Reading Tips** cont'd.

c. ABC's of reading aloud

d. 76 sight words that make up 50% or more of all the words writers use. Our goal is for the students to be able to recognize them by the end of summer. They learn them by reading and playing word games.

e. Parent Checklist - How to help a child learn to read.

f. I shared Poems and songs with the parents. I've found that learning to read poems and songs is one of the quickest ways for a child to feel successful in reading.

3. **Time To Read**

Each Time we met. the parents would spend time reading with their children. For the first two sessions the children came to the parents room. After that the parents went into the classrooms. I would go an observe and make mental notes of reading strategies that may need reinforcing with the parents.

4. **Sharing Time**

Upon returning to the parents room they would discuss what happened and how they felt. This was an exciting time. The parents enjoyed sharing with each other.

5. **Other things that were shared**

To help parents become aware of their own strengths and interest. the parents were given a checklist that covered six areas of learning: Motor. language. perceptual. thinking. social. math. and reading. As I read the statement they checked yes or no on a check point worksheet. They were able to see what activities are high or low priorities for them. After the discussion of the checklist. they realized that some of the same kinds of outside influences that affected them and their learning also affected their child.

Parents received the following additional information from the Helping Children Read Handbook.

a. List of 5 major comprehension areas with suggested questions and activities to promote their development.

b. Suggestions for learning to recognize sight words.

I wanted learning at home to be fun. Therefore. I shared games that would help build vocabulary. background knowledge in various areas. decoding skills. communication skills. comprehension. and of course social skills. Most of the games came from the booklet Helping Children Read.

INTRODUCTION

Welcome to our first Parent Summer School Session. This morning you are making history and we hope when summer school is over you will be able to say that this was a very rewarding experience.

It is great to see all of you here and for you to come this morning, as warm as it is, tells me that we are on the right track.

We know that parents play an important part in the total development of the child. Learning begins at home and you are your child's first teacher and probably the greatest influence in his/her life. Learning begins the first day a child is born. You continually encourage the child as he tries to communicate and walk. That same kind of encouragement is needed when children are learning to read. This helps to build self-esteem and the "I Can Read Feeling" and everyday home activities can have a dramatic impact on how well children do in school. Reading is basic to our lives. Your child's future depends on it.

During the eight sessions together we want to learn or reinforce our knowledge of how to expand the learning experiences through everyday activities and we will discuss reading tips.

We are going to learn from each other as well as from books, videotapes, and other resources.

The morning group will spend time with the children each time we come together.

We will do some role playing.

We will make activities to take home which will help to make learning fun.

I will give you a list of things children can do when they say "Mom, I'm Bored."

This may sound like a big task, but there are many ways to help children that do not require a lot of preparation and time on the part of the parent and which will provide positive results for the child and I might add for the parents.

I'm sure many of the things you are already doing. Those of you who have younger and older children will really benefit from these sessions because what you learn can be applied to all of your children.

I guess I'm saying, We will have fun learning. I want you to look forward to coming together.

At the end of our sessions new books will be distributed to the children so they can have fun reading the rest of the summer and you can put into practice the reading strategies that you've learned!!!

The Little Things Make a Big Difference

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Dear Parents:

Today more than ever, experts agree that parents play a critical role in their children's school success. Our recent survey of nearly 10,000 elementary and middle school principals confirmed that everyday home activities can have a dramatic impact on how well children do in school.

This booklet takes our research findings and gives you easy-to-do, fun ways to apply them to your family. It includes tips and activity ideas that parents can fit into their busy lives. Underlying all of the suggestions is the understanding that you are your children's first teacher, and that your home is a most important learning place.

Can adopting these suggestions really make a difference? Absolutely. More than 98 percent of the principals said that these activities would make a significant to dramatic difference in children's success in school.

We hope that this information helps make a difference to your family.

Sincerely,

Samuel Sava, Ph. D. Executive Director National Association of Elementary School Principals	Alvin Granowsky, Ed. D. Vice President School and Library Services World Book Educational Products

SIX AREAS FOR SCHOOL SUCCESS

Family Reinforcement of Children's Self-Esteem

Family Work Habits

Family Support of Academics

Family Participation in Stimulating Activities

Family Emphasis on Language Development

Family Academic Expectations

FAMILY
REINFORCEMENT OF
CHILDREN'S
SELF-ESTEEM

You might be surprised to learn that strong self-esteem may be the key to how well your children do in school. It takes a lot of confidence to raise a hand in class or tell the teacher you don't understand. It takes confidence to keep trying when you don't succeed the first time.

By reinforcing your children's self-confidence, you'll help them see themselves as capable — able to solve problems, find answers, learn new ideas, and try new ways to do things.

EVERYDAY TIPS

Say "good job" and "I knew you could do it."

Ask "what do you think?" — and really listen to their answers.

Ask "what's wrong?" Let children know their feelings are important. Work out problems together.

Pick them up when they're down. Remind them that a low school grade doesn't mean they're not smart. Make time to help them better prepare for the next assignment.

When they ask a question, answer it right away. Don't be afraid to say "I don't know." Look up answers together.

ACTIVITY IDEAS

Celebrate "unbirthdays" for each child — special times for just the two of you. Let your children choose the menu, decide on the best way to celebrate, and pick out some special books to read together.

Follow the leader. Help your children develop problem-solving skills by letting them take the lead in setting up a game or learning something new.

Try a new sport or hobby. Take a class. Show your children that learning isn't something you just do in school. Let them know that making mistakes is just another part of learning.

Make a treasure chest together to store your children's special projects. Show that you value your children and what they do.

Don't forget the refrigerator. Display your children's artwork and school triumphs.

If at first you don't succeed, try, try again.

FAMILY WORK HABITS

Can taking out the garbage help your children do better in school? Perhaps. Good family work habits can influence school performance. When planning and completing routine activities are a part of their day, children see that setting goals and sticking to plans can be very satisfying. Help them to say, "Look at all I accomplished!"

EVERYDAY TIPS

It's time to study. Set a daily routine for schoolwork, meals, and bedtime.

Beat the clock. Let your children know you and others appreciate it when they're on time.

Turn off the television. By limiting TV time, you'll open more time for other activities.

Work first, play later.

It's their house, too! Get everyone to help out around the house and do chores together.

Explain "how" and "why" for each chore.

Encourage your children to suggest other ways of doing household jobs, and try "their way."

ACTIVITY IDEAS

Make a family calendar. Set a day and time each week for updating the schedule for the week — add children's doctor appointments, music lessons, team practices, deadlines for homework or tests, events, family outings. Have older children add updates on their own.

Have children help plan, shop for and prepare dinner one night a week or month. The sight of the finished meal on the table will reward their planning and efforts. Serve extra helpings of praise.

Do your "homework" while your children do their assignments — balance your checkbook, pay bills, fold laundry. Show that "we're all in this together." When you're finished, reward yourselves with a game or a treat.

Give even young children their own jobs to do. Make taking out the garbage, feeding the family pet or setting the dinner table an ongoing responsibility.

Help children learn to use their own alarm clocks. That way, they'll be on their own to stick to their schedules.

FAMILY SUPPORT OF ACADEMICS

By showing an interest in your children's schoolwork, you're demonstrating that their education is important to you. Your upbeat attitude toward school will make your children excited about learning.

EVERYDAY TIPS

Say "tell me about it." Learn what your children are doing in school. Encourage them to explain their assignments.

Beat the "why do I need to learn this?" blues. Show children how their schoolwork applies to their lives.

Let them know, "I'm here if you need me." Be available during study times, even if it's just by phone.

Play detective. Help children search out answers to homework questions.

Get the tools for the job. Make sure your children have a dictionary and other reference materials available, and a quiet, well-lit place to study at home.

Hit the books. Go to the library together for research projects.

Talk with teachers. Get to know your children's teachers and talk with them about what you can do to help at home.

Go to school. Try to attend open houses, conferences, plays and other activities at school.

ACTIVITY IDEAS

Let children play teacher. Encourage your children to teach something they've learned to you or a younger brother or sister.

Introduce yourself to your children's teachers in person or by phone. And ask the teacher for specific suggestions for helping if your children have difficulties.

Encourage your children's interests in subjects like baseball or dinosaurs — go beyond schoolwork. Look for library books on the subjects and do research in reference resources just for fun. Encourage your children to make up stories or plays and to draw pictures. Or see a movie related to the topic.

Make a "school corner" for studying. A space as small as a corner tabletop can hold reference books and other school-related materials.

FAMILY PARTICIPATION IN STIMULATING ACTIVITIES

Only a fraction of what your children learn comes from their time in the classroom. Home and community activities help children grow, and reinforce concepts they're learning in school.

EVERYDAY TIPS

Get the library habit. Libraries hold a world of information. Make a trip to the local library a weekly routine.

Help with hobbies. They're a great way to expand your children's learning...and they may last a lifetime.

Make it a game. Once a week, play board and word games together.

Be on the lookout. Watch for local fairs and community events to attend as a family.

Explore beyond your own backyard. Take advantage of the parks in your area, find out what's new at the zoo and check out the local museums.

Take walks together. Discuss what you see along the way.

Encourage TV talk. Watch TV programs together and talk about the characters or plot during the commercials.

ACTIVITY IDEAS

Look for special events and activities all year long. Start with the local newspaper or call the community tourism office, park district or chamber of commerce. Watch for open houses at the fire station, police station and post office. Visit neighborhood stores, such as the bakery and shoe repair. Tour your local newspaper facilities. Check to see if any factories in your area offer tours.

Get library cards for the whole family, and find out what services the library offers. Most have special events and story times for children.

Take a walking tour of your neighborhood or a nearby town together. Check out the architecture, people and activities.

Open your eyes. Look together at the sky, the trees, the flowers, the water. Have children describe what they see in the shapes of the clouds or stars.

Become explorers. Make a map of your neighborhood with your children, talking about directions and how to get to favorite places. Display a map of your area, state, the country or the world. Refer to it when questions come up.

Pack a lunch and take a driving (or train, subway or bus) trip to give your children a chance to see and learn about the world beyond their neighborhood or town. Work with your children to chart your trip, and talk about interesting things you pass on the way.

FAMILY EMPHASIS ON LANGUAGE DEVELOPMENT

So much of education depends on the ability to read, to listen well, and to express ideas clearly — both in speaking and writing. That's why your emphasis on developing a rich vocabulary and on reading is so important.

EVERYDAY TIPS

Talk, talk, talk...with your children as you go about your daily routines.

Make story time a regular part of the day. Read to your children, and encourage them to read to you or tell stories.

Go beyond books. Try to have a variety of reading materials at home — books, newspapers and magazines.

Watch out for "do as I say, not as I do." Be a reader yourself and let your children see you read.

Look up words or topics together.

Show that writing is fun. Encourage children to write from the time they can sound out words and have younger children dictate "writing" to you and make their marks on paper.

ACTIVITY IDEAS

"Shop talk" with your children. Use a visit to the supermarket, hardware store or shopping center to build vocabulary and learn about new things.

Read books to your children that may be above their reading level, or classics that they might not otherwise read, like *Charlotte's Web, Treasure Island,* or *Grimm's Fairy Tales.*

Make long car trips go faster by borrowing books-on-tape from the library.

Play word games like "20 Questions" and "I Spy" — one player uncovers the identity of a person, place or thing by asking questions.

Find "good reads" for children by checking with your librarian or school.

Give a subscription to a favorite magazine for a birthday or holiday gift. Use books as rewards on special occasions. Build your children's own little personal library, and show that books are cherished possessions.

Make original greeting cards or books. Encourage children to create individual messages and artwork. Use their masterpieces as gifts to relatives and friends.

Have children become pen pals with a favorite aunt or faraway cousin, or help them join a pen pal program. Give them stamps, envelopes and an inexpensive writing pad.

FAMILY ACADEMIC EXPECTATIONS

You want your children to do their best in school, but do they know your expectations? Talk to them about what you expect, and let them know why learning is a priority and why it's important for them to do their best.

EVERYDAY TIPS

Set high but realistic standards. Recognize that each child is different.

Help your children aim high, and set goals.

Give them a pat on the back for a job well done.

Ask "how's it going?" Show you're interested in their progress.

Let them know how important education is.

ACTIVITY IDEAS

Find out who your children admire, from their grandparents and teachers to sports stars and the President. Then talk about why they admire them, and discuss what it took for these people to be successful.

Ask what they want to do when they grow up and show support for their interest in careers or higher education. Do some casual research together on different occupations or even try to meet with someone who has that job.

Take your children to work one day. Or visit a friend or relative on the job at an airport, a courtroom, a restaurant, gas station, office, factory, newsroom or store. Talk about what it took to prepare for various jobs.

Tackle a new challenge on your own. Don't let children have all the fun. Take a computer course or additional job training — anything that interests you. Show them that learning continues as they grow up.

WHAT PRINCIPALS WANT PARENTS TO KNOW

All of the learning suggestions in this booklet are important. But some are essential. According to a survey of 10,000 elementary and middle school principals, the most important ways parents can help their children learn are:

Listen and talk with your children, paying consistent attention to questions and feelings.

Show pride in your children's academic growth and accomplishments.

Regularly encourage children with their schoolwork.

Instill a strong work ethic in children.

Help children perceive themselves as capable problem solvers.

Give priority to schoolwork, reading and other academic activities over non-academic endeavors like television, music, videos and recreation.

Emphasize regular, planned use of time in the home for studying, playing and eating meals.

Read aloud to your children, and have them read to you.

Set standards and expectations for your children.

Get to know your children's current schoolwork and school activities.

Help with homework when needed.

Encourage regular discussions with your children and find opportunities to enlarge vocabulary and sentence patterns.

Get to know your children's academic strengths and weaknesses.

Make structure, routine and punctuality priorities for activities at home.

Make frequent use of books, newspapers and periodicals.

Have a quiet place for your children to study at home, with appropriate reference materials available for use.

All of these behaviors were rated essential or highly desirable by at least 85 percent of the principals surveyed. They cut across all categories of the survey and are listed in order of priority.

INTERESTED IN MORE INFORMATION?

Get the 15-minute videotape, "The Little Things Make a Big Difference," offering parents expert advice and practical activities to help their children succeed in school. Cost is $19.95 (25% discount for National Association of Elementary School Principals members).

Order bulk copies of this brochure for 25¢ each (25 minimum, 25% discount for NAESP members).

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OBJECTIVE 3: IDENTIFY THE SIGNIFICANT SEVEN

CHART OF THE SIGNIFICANT SEVEN PERCEPTIONS AND SKILLS:

High Risk		Low Risk
Weak	1. Perceptions of personal capabilities. "I am capable."	Strong
Weak	2. Perceptions of significance in primary relationships. "I contribute in meaningful ways and I am genuinely needed".	Strong
Weak	3. Perceptions of personal power of influence over life. "I can influence what happens to me."	Strong
Weak	4. Intra-personal skills. The ability to understand personal emotions, to use that understanding to develop self-discipline and self-control and to learn from experiences.	Strong
Weak	5. Interpersonal skills. The ability to work with others and develop friendships through communicating, cooperating, negotiating, sharing, empathizing and listening.	Strong
Weak	6. Systemic skills. The ability to respond to the limits and consequences of every day life with responsibility, adaptability, flexibility and integrity.	Strong
Weak	7. Judgmental skills. The ability to use wisdom and to evaluate situations according to appropriate values.	Strong

My personal thoughts and/or insights regarding this objective:

EIAG PRACTICE

INSTRUCTIONS: Choose a partner and role play one of the following experiences. Take turns being the adult and the child. Use the guidelines on the following page.

EXPERIENCE:

A pet gets sick.

A good report card comes home.

An argument upsets a friendship.

A (window, toy, heirloom) is broken.

Milk or soda spills.

A letter comes home charging three dollars on an overdue library book.

Note: Sometimes people do not know why they did something or why something happened. Because it is less threatening, parents may want to phrase a "why" question as "What were you wanting to do?"

NOTES AND SPECIFIC IDEAS:

GUIDELINES FOR THE EIAG PROCESS

IDENTIFY:

What happened?
What did you see?
How do you feel about this?
What do you think about this?
What thoughts did you have while this was happening?

ANALYZE:

Why was that significant?
Why did it happen to you?
Why did it happen to us?
How did it happen?
What do you think could have been done?
What do you need help with?
What were you wanting to do?

GENERALIZE:

How can you use this?
How can you do it differently?
How can we do it differently?
What did you learn from this?
What can you use in the future?

EIAG EXAMPLE

You asked your child to clean the garage to have it done before you got home in the afternoon. When you arrived home from work, it appeared to you that the garage had not been cleaned. (Experience)

Ask the child what she thought you meant when you said "clean the garage." She thought you wanted the toys and trash picked up. Listen to her understanding. Help her speak freely about the way she feels. By respecting her right to think and feel, you send an important message that reads, "I think of you as being capable." (Identify)

Identify the parts of the situation that you see or perceive differently. For example, in cleaning the garage, your child thought you meant for her to pick up the toys and trash; what you had in mind was that she would throw away paint rags and sweep the garage floor. By identifying the difference, the child has a clearer understanding of the situation and your expectations. (Analyze)

ABC'S of reading aloud

Catherine Lapsansky
Teresa McAndrew

When you read aloud,
Be at ease,
Have fun,
And follow these ABC's!

A Allow time each day to spend reading with your children.

B Be a reading model! Let your children see you reading.

C Create an interest in reading by reading aloud books suitable to your children's ages and interests.

D Do start out with short stories - gradually build your children's attention span.

E Enrich your children's learning experiences through books.

F Focus your children's attention on the book you are reading by showing the book's pictures.

G Glance through the book before you read it to children so that you are familiar with it.

H Have children sit close to you when you are reading so that they can see the book too.

I Increase children's listening and speaking vocabularies by explaining unfamiliar words.

J Join your public library so that you have access to a variety of books.

K Keep your children's books in view in easy-to-get-to places.

L Listen to your children tell stories from books, even if they can't read all the words in the books.

M Mention the author and title of the book each time you read to your children.

O Open the doors to the world of reading. Read daily to your children.

P Pass on the pleasure of reading by building memories your children can treasure.

Q Quote the characters in a story meaningfully by changing the tone of your voice.

R Read, read, and read!

S Stimulate interest before reading by sharing experiences.

T Talk about the books you have read together.

U Use expression when reading aloud so that the story will come to life.

V Visit a bookstore often and give books as presents.

X Y Z...

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SIGHT WORDS

Word of the Day/Week

Ten words

A, and, be, I, in, of, the, to, we, and you make up 25% of all the running words. That is, one of these words will be found, on the average in every four words of adult writing!

Sixty-Six Words

The words below make up nearly 50% of all the words writers use. That is, one of these words will be found, on the average, in nearly every other word in the writing of adults. (For example, 17 of the 36 words in the previous two sentences are on the list!).

SPECIAL VOCABULARY

A - a, about, all, an, and, are, as, at ocean shell
B - be, been, but, by curled caught
C - can, come, could seashore
D - did, do, down short washed
F - for, from clam life
G - get, go, good squid spewed
H - had, has, have, he, her, him, his fire works
I - I, if, in, is, it
M - me, my
N - not
O - of, on, one, or, our
S - said, she, so
T - that, the, their, them, then, there, this, to
U - up
V - very
W - was, we, were, when, will, with, would
Y - you, your, yours

Tim Gillespie
Language Arts Specialist

SIGHT WORDS USED IN PHRASES

I am
he ran
ran fast
at the
to play
to go
do you
you may
he saw
up and down
does not
to eat
saw her
tell me
where are
like to ride
can buy
come because
yes he said
run away
could not grow
sit down
will open
he never saw
but I do
four little yellow
et me
get on
it is
to work
I can
do not
look at
let us
go to
will go
live in
to sleep
he got
ate his
like to show
pull us out
here is an
help me
come and play
when the
had not been
so am I
are big now
is not black
can fly
know which
jump up
I will
I want
went away
I have
did not
you will
there are
this is
we are
look for
as I do
to make
best of all
ask him
would not
just then
please let
look after
can find
is full
to drink
be just right
it is going
can laugh
know why
he said
we can
is not going
I like
I do
thank you
you can
he went
they said
we must
look up
not very far
about it
every one
into the
will pull
to play with
who was
read and write
can use
it came from
we must go
what I say
ran to stop
for a walk
must be warm
no one
want to say
go together
may I sing
the light
too big for
don't you
if he does
my red one
our yellow one
take hold
the kind of
was better than
you take off
is cold
out came three
the hot
be good
had to clean
see how small
they called
try to get
draw a green
keep him
of their own
shall both talk
talk at once
the funny one
which shall we
give up
long, long drink
out came two
were good
before long
how much
shall know soon
to cut some
we are six
have found
look under
one or two
she gave eight
that big yellow
their brown
wish us
he could see
made a blue
pretty white
very old
can always see
made him white
tell them
to keep those
carry her
he put new
jump upon
only one
she has five
the first one
they are ten
would not fall
his green one
my big
see my green

Reading Strategies

Before Reading:

- Use the pictures and the title to make predictions
- Think about what you already know about the subject

During Reading:

- Continually ask, "Does this make sense?"
- If needed, backtrack and reread

For unknown words

- Read on ... think about what would make sense
- Use another meaningful word
- Look at the beginning and ending sounds
- Look at the picture and think about what might make sense

Remember:
Ignore.

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Who should teach children to read?

* We used to think it was only the first grade teacher. Now we know the role of parents is just as important.

We have learned a lot from watching parents teach their children to speak. The more parents talk with their children and praise their speech, the more they learn. You have helped your child learn as many as 10,000 words by the first grade.

Learning to read works the same way. Reading with children often and giving them support for all their efforts is the key to success. Sadly, the reverse is true as well. Children who don't read at home often fall behind.

When is the best time to read?

Anytime. You can share reading magazines, cereal boxes, grocery lists, billboards, bedtime stories, anything with print.

It is important to set aside special time (15-30 minutes) to share good books when the child is alert.

What kind of books are best?

Books about things of interest to children build success.

If you don't have time to go to the library, your child can bring them home from school. Today we are starting in kindergarten to show children how to choose books and check out books.

Kids love to own books. It builds their love of reading. Garage sales often sell them for a quarter.

Should I read to my child or listen as he or she reads to me?

Up until the first grade, you are most often reading to them.

Whenever you share a book, take time at the start, during and after the story to talk about it. Ask questions like; "What do you think will happen?" "What's going to happen next?" "Did you like it?"

Starting in the first grade, it is good to trade off giving them times to read to you and times you read to them. Keep these tips in mind:

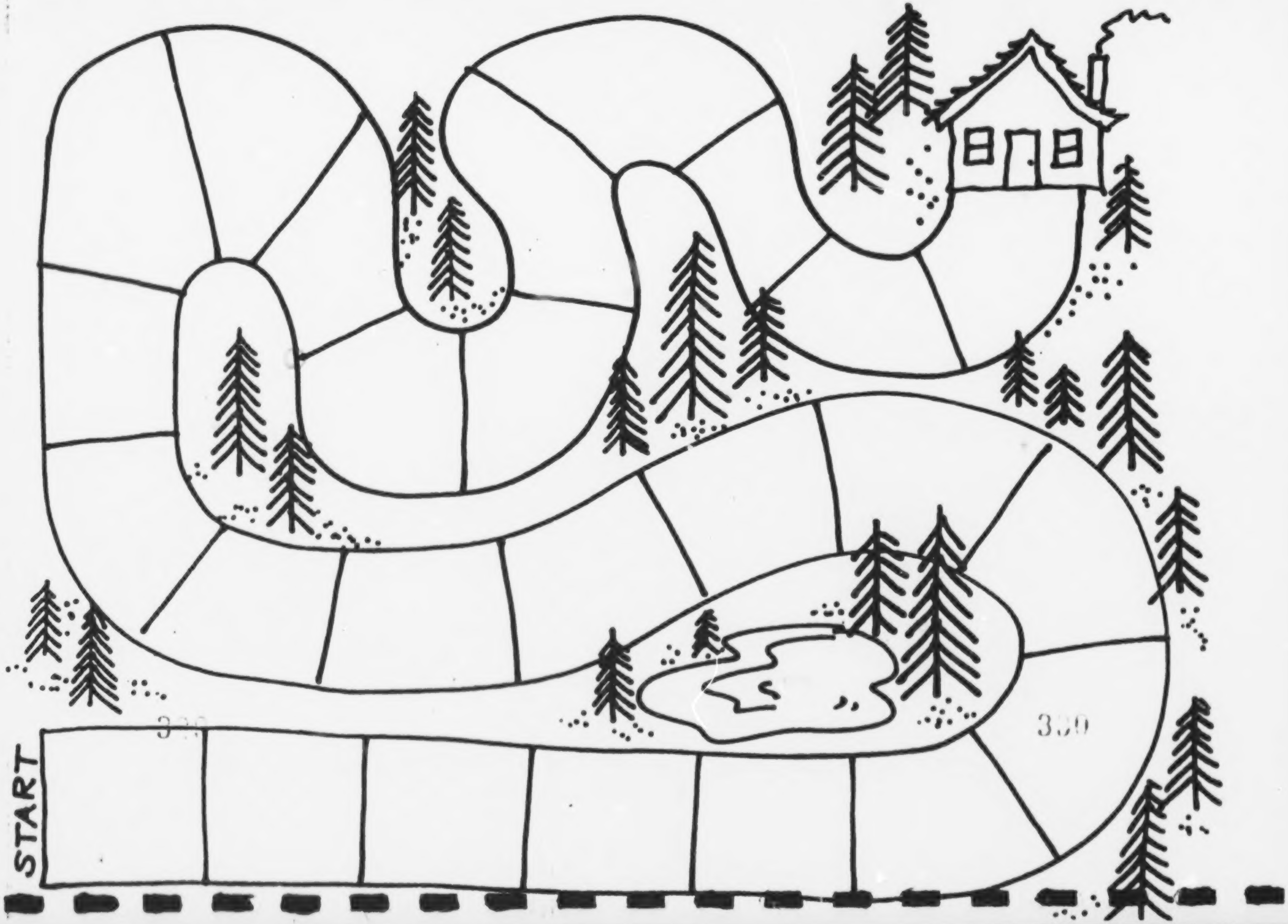
1) Be sure the book they read is not too difficult. This is often a different book than one you read to them. Here's an easy way to tell if a book is right; As they read, count on one hand the words they stumble on. If you have counted five fingers in a page, the book may be too hard.

2) Offer to read it through to them first. This can be a great help to build success. If they want to charge ahead on their own, great. You can offer to read it together or every other page.

Whenever children read, the most important result is that they feel good about reading.

What if my child gets stuck on a word?

Give them 4 or 5 seconds to work on it themselves. Most of the time it is best to kindly give them the word and go on.


START

GAME 6 A RAINY DAY WALK IN THE HOUSE

Take a walk with your child from room to room.

Look for the special things and ask some of the following questions.

- Search for objects made of wood — touch them all.
- Can you find anything made of glass?
- Can you find anything made of metal?
- Can you find things that move?
- Hunt for big things
- Hunt for different colored things
- Hunt for pairs, opposites, and even things that grow
- How many did you find of each?

A House Hunt Can Be A Game

Two or more can play. Choose objects for your hunt, set a time limit, and see who can find the most.

GAME 7 A TRIP TO THE GROCERY STORE

Take your child on your next trip for groceries.

Visit the fresh fruit and vegetable section. Ask your child the following questions:

How many different colors can you find?

red	apples, beets, strawberries
yellow	lemons, pears, bananas
orange	oranges, tangerines, carrots
green	limes, lettuce
white	onions, cauliflower
purple	grapes, cabbage

What sizes and shapes are the fruits and vegetables?

What is little and round?	an orange, a lime
What is big and round?	a grapefruit, a cabbage
What is long and thin?	a carrot, a celery stalk
What has an unusual shape?	a banana, a string bean, a pea pod

Can you classify?

By color
By size and shape
Fruits or vegetable

Good practice is to have children put grocery purchases in categories when you get home.

Paper products
Meats
Fruits
Vegetables
Dairy products
Cleaning products

Have you noticed?

Some fruits and vegetables are fresh.
Some are frozen
Some are in cans.

How does it feel?

Which feel hard when you touch them?	potatoes, onions
Which feel soft?	grapes, berries
Which is hard outside but soft inside?	a watermelon,

GAME 8 LOOKING AS WE GO

A game to play while taking a walk, riding on a bus, in a car, or on a train.

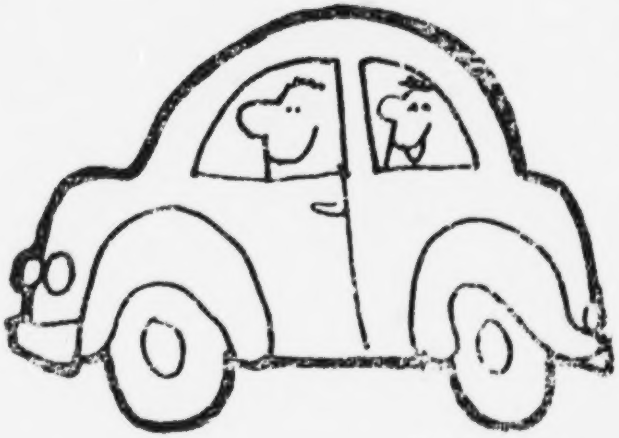
YOU NEED:
2 or more players

YOU DO:

1. **Decide** on 3 objects that you might look for on your trip (for example, a flag, a mailbox, and a spotted dog). The first person to find all 3 objects gets to choose the next 3 objects. (Some suggestions: Can you find a clock, a green truck, and a man wearing glasses? Now look for a policeman, a woman wearing a scarf, and a stop sign. What about a taxi, a red bicycle, and a striped cat?)

   If 2 of you are walking or riding in the car, each could look on opposite sides of the street.

   If very young children are playing, they could look for only 1 object at a time.



2. **Discuss** different settings of different areas you drive through. (example: cities, countryside, etc.)

3. **Play** the Alphabet Game. Go through the letters of the alphabet in order by finding one letter at a time on signs, car license, billboards, etc. The person reaching "z" first wins.

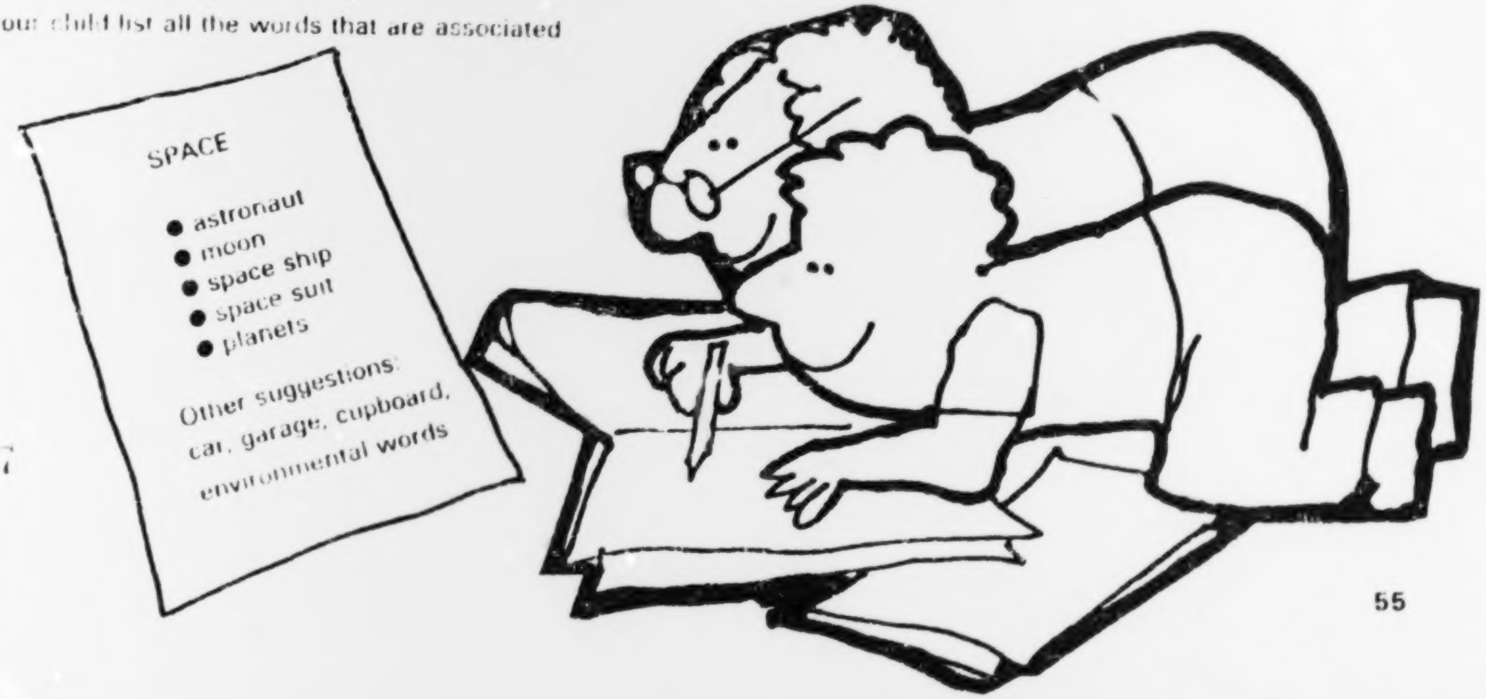
GAME 9 ASSOCIATIONS

Have your child list everything needed to....

- go camping
- go on a picnic
- go sailing
- make a sandwich
- get ready for bed
- go on a hike
- spend the night with a friend

Write SPACE on the board.

Have your child list all the words that are associated



SPACE

- astronaut
- moon
- space ship
- space suit
- planets

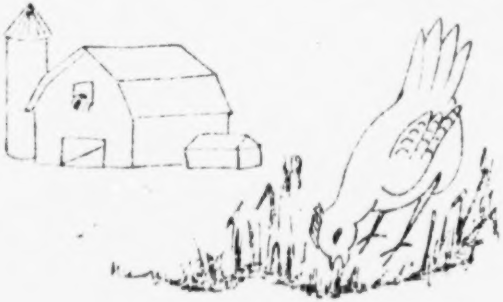
Other suggestions: car, garage, cupboard, environmental words

This Old Man

This old man, he played one,
He played nick nack on my thumb,
With a nick nack, paddy wack,
Give your dog a bone.
This old man came rolling home.
2. . . . . He played two, He played nick nack on my shoe . . .
3. . . . . He played three, He played nick nack on my knee . . .
4. . . . . He played four, He played nick nack on my door . . .
5. . . . . He played five, He played nick nack on my hive . . . .
6. . . . . He played six, He played nick nack on my sticks . . . .
7. . . . . He played seven, He played nick nack up to heaven .
8. . . . . He played eight, He played nick nack on my gate . . .
9. . . . . He played nine, He played nick nack on my spine . . .
10. . . . He played ten, He played nick nack on my hen . . . .

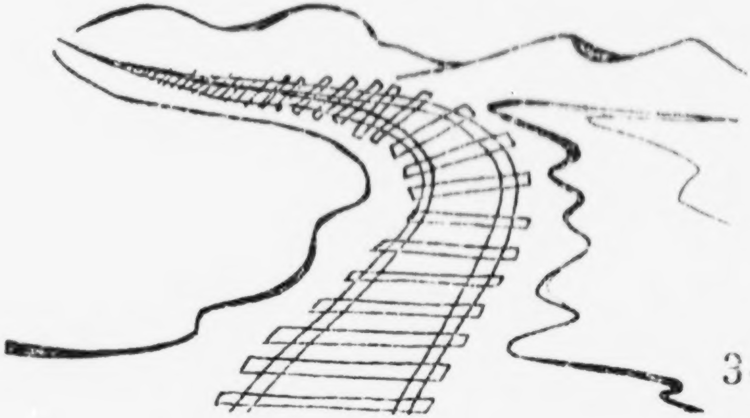
Old McDonald

Old McDonald had a farm EIEIO
And on that farm he had a cow, EIEIO.
With a moo, moo, here and a moo, moo there,
Here a moo, There a moo, everywhere a moo, moo.
Old McDonald had a farm, EIEIO.
Add verses by singing different farm animals and their sounds.



I've Been Working On The Railroad

I've been workin' on the railroad,
All the live long day.
I've been workin' on the railroad,
Just to pass the time away.
Don't you hear the whistle blowing?
Rise up so early in the morn.
Don't you hear the captain shouting:
Dinah, blow your horn!
Dinah, won't you blow
Dinah, won't you blow
Dinah, won't you blow your horn?
Dinah won't you blow,
Dinah won't you blow,
Dinah won't you blow your horn?
Someone's in the kitchen with Dinah,
Someone's in the kitchen I know.
Someone's in the kitchen with Dinah,
Strumming on the old banjo and singin'
Fee fie fiddle de io, fee fie fiddel de io,
Fee fie fiddle de io,
Strumming on the old banjo.



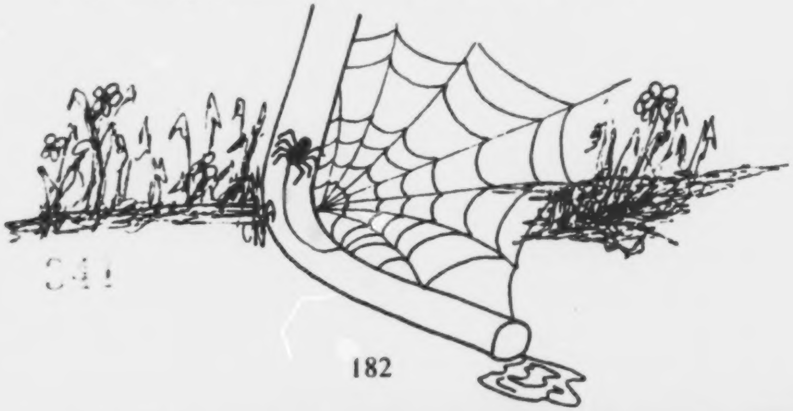
Thumbkin

Where is Thumbkin? Where is Thumbkin?
Here I am Here I am.
How are you today, sir?
Very well, I thank you.
Run away, run away!
2. Where is pointer . . .
3. Where is tall man . . .
4. Where is ring man . . .
5. Where is pinky . . .

Eency Weency Spider

Eeency Weency spider
ran up the water spout,
Down came the rain and
washed the spider out!
Out came the sun and
dried up all the rain,
Now the eency weency spider
runs up the spout again!

Note: here again, make up actions to go with this song.



Six Little Ducks

Six little ducks that I once knew,
Fat ones, skinny ones, fair ones too.
But the one little duck with the feather in his back,

Chorus:

He ruled the others with a quack, quack, quack,
quack, quack, quack, quack, quack, quack,
He ruled the others with a quack, quack, quack.

Down to the river they would go,
Wibble, wobble, wibble, wobble, to and fro,
But the one little duck with the feather on his back,

Chorus:

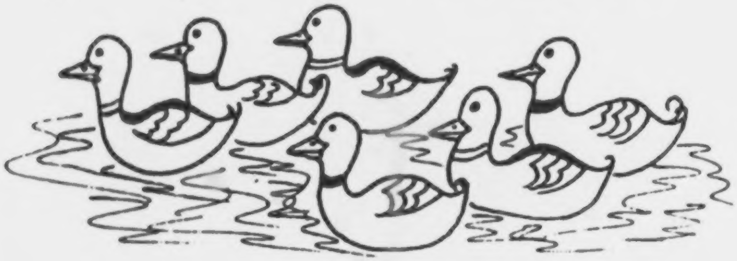
He ruled the others with his quack, quack, quack . . . etc.

Home from the river they would come,
Wibble, wobble, wibble, wobble,
Ho hum, hum
But the one little duck with the feather in his back,

Chorus:

He ruled the others . . . . etc.

Note: It's fun to make duck stick puppets for the children to hold and move while you sing this song or make up actions to it.



Finger Plays

Toddlers and preschoolers love finger plays. We have included a few familiar finger plays for your convenience. These require a little effort to learn, but they will make a difference for a small child. Children love repetition so don't be afraid of repeating them many times. In fact, the more familiar the finger play, the better most children like them.

This Little Piggy

This little piggy went to market,
This little piggy stayed home.
This little piggy had roast beef,
This little piggy had none.
This little piggy cried, "Wee, wee, wee!"
All the way home.

Open, Shut Them

Open, shut them; open, shut them;
Give a little clap!
Open, shut them; open, shut them;
Fold them in your lap!

Creep them slowly, slowly upward,
To the rosy cheeks.
Open wide the shining eyes
And through the fingers peek!

Repeat first stanza
(Author Unknown)

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Manners

Always saying, "Thank you,"
"I'm sorry," and "please,"
And don't forget "excuse me,"
Whenever you have to sneeze.

Preparation

Getting ready for things that will come your way,
And that will happen each and every day,
Like doing your homework, or catching a train,
Or getting ready to go out in the rain.

Faith

Believe in yourself
That you can really achieve.
In whatever is good
And in what you believe.

Goal Setting

Say what it is that you want
to do.
And what you'll do to see
it through.
And what it is that you will
need.
To make very sure that
you will succeed.

Preparation

Getting ready for things
that will come your way,
And that will happen each and everyday,
Like doing your homework, or catching a train,
Or getting ready to go out in the rain.

Responsibility

That's doing those thing
you're expected to do,
That make life much easier
and happier too.
By getting things dine
and out of the way
You'll have more time to go
out and play.

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HARD-WORK

Things aren't as easy as you see
on T.V.
The harder you work, the greater
you'll be.
So work hard in school, do more
and more,
Because, in the end, you'll make
a big score.

Practice
Practice
Practice

Good, better, best,
Do not let it rest,
Until your good is better,
And your better is your best.

Honesty

Not telling a lie, and telling the truth,
Even when you know it's hard to do,
But deep down inside, whenever you do
It'll make a bigger and better you.

There was a farmer
had a dog, and Bingo
was his name-o.
B-I-N-G-O
B-I-N-G-O
B-I-N-G-O
and Bingo was his name-o.

REMEMBER THE FACTS

A child should be able to recall the basic facts of the story.

Suggested Questions:

The 5 W's

who?
what?
where?
when?
why?

ACTIVITIES:

1. After reading a story, have your child tell you about the story by answering the 5 W's.
2. Following a trip or any family event, ask your child to answer the 5 W's.

WHERE IS IT?

A child should be able to find answers to questions or know where to go to find answers.

SUGGESTIONS:

Find the sentence that tells________________?
Find a word that means________________?

ACTIVITIES:

1. **Using the telephone book:**
   Find your name in the telephone directory. How many families have the same last name as you do?

   Repeat this activity using the name of five of your friends.

   Which friend has the most common name?

2. **The Yellow Pages:**
   You want to take an airplane trip.
   Give the names and numbers of two places you might call.

   Your television set won't work.
   How many repair shops are listed in the yellow pages?

   It is your mother's birthday.
   Where would you call to have flowers sent to her?

   You want to order a pizza.
   How many restaurants can you find that would deliver your pizza?

   You want to compare brands and prices of new bicycles before buying one.
   How many places could you look?

   You want to compare prices to have your tennis racket restrung.
   Name three places you might call.

A PLACE FOR EVERYTHING

A child should be able to put the events of a story in the proper order.

SUGGESTIONS:

What happened before ... ?
What happened after ... ?

ACTIVITIES:

1. Cartoon cut ups:

   Cut apart comic strips and number their order on the back. Ask your child to put the parts back together in proper sequence.

2. Read a short story to your child, then ask him to tell the events in the proper order.

3. Play the suitcase game with several people. The game begins with one person saying, "I am going on a trip and in my suitcase I will put a pair of shoes." The second person repeats and adds one more item to the suitcase. Each person must remember all the items in the suitcase in the proper order. If someone misses, he's out.

WHAT GOES WITH WHAT?

A child should be able to put items or words in different categories or groups.

SUGGESTIONS:

Apples, pears, and strawberries are ____________? (fruits)
Shirts, shoes, and pants are ____________? (clothes)

Cornstarch Finger Paint

Here is another variety of finger paint that may be made at home. Try out the various recipes in this chapter and decide which one works best for your gang.

What you need:

½ cup of cornstarch
4 cups of boiling water

What you do:

1. Dissolve the ½ cup cornstarch in cold water.
2. Add the cornstarch and cold water to 4 cups of boiling water.
3. Stir this together.
4. Bring to a boil again.
5. Remove from heat. The paint will thicken as it cools.

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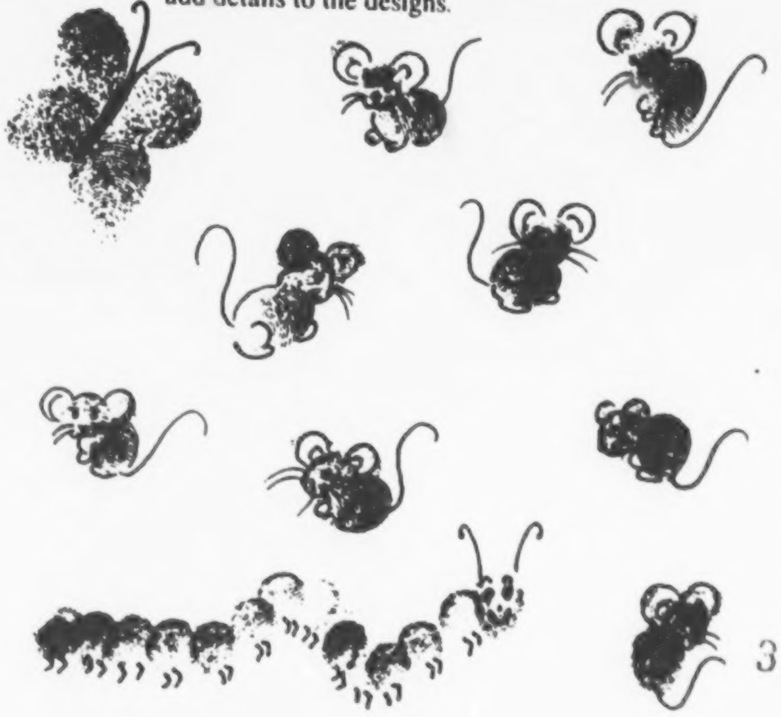
Thumb and Finger Prints

What you need:

Stamp pad
Child's thumb and fingers
Paper

What you do:

1. Have your child put his thumb on the ink pad and then on the paper.
2. By using your thumb and fingers you may make flowers, animals and other interesting designs. Don't hesitate to use crayons and felt markers to add details to the designs.



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Geo-Boards

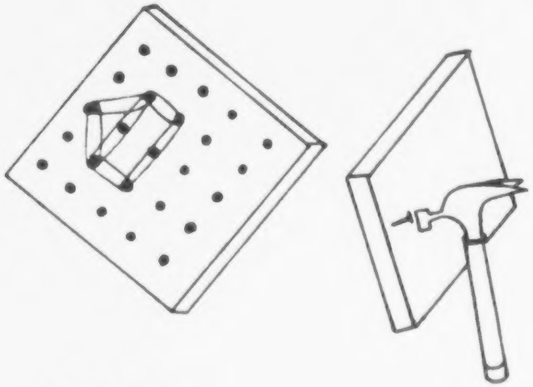
These are great fun and lasting entertainment.

What you need:

Piece of board 12 inches square and about 2 inches thick
Finishing nails about 2 inches long
Multi-colored elastic bands

What you do:

1. Pound nails into the board at intervals — about 2 inches apart. Allow for a 1 inch perimeter around the edge of the board. This should allow for about 6 nails in each row. (You do not have to space the nails at even intervals.) It is important to pound the nails securely into the board, but the nails must stick up far enough so that the rubber bands can be stretched around the nails.
2. Now stretch the rubber bands around the nails and create interesting designs by using different colored bands and stretching them at different intervals.



Bubbles

There is something magical about bubbles. We've found some new ways to blow some interesting bubbles!

What you need:

Liquid dish detergent
Water
Shallow dish pan
Sugar or glycerin from the drug store (This adds strength to the bubbles)
Wire coat hanger
Straws
Yarn or string

What you do:

1. Fill a shallow pan with 4 cups of water and ½ cup of liquid detergent and ¼ cup glycerin or sugar.
2. Bend a wire coat hanger to form a loop instead of a triangle or string a yard of yarn or string through 2 plastic straws to form a loop. (See illustration.)
3. Put the wire loop into the bubbles and lift out and wave the loop through the air. Holding a straw in each hand dip the yarn into the soap, lift it out and wave it through the air.

Stick Puppets

These may be used in so many ways! Children love to use them for story telling and singing songs. Also, they are just plain fun to hold and play with.

What you need:

- Popsicle sticks or tongue depressors
- Posterboard or cardboard from shirts and pantyhose
- Figures from color books, magazine pictures, or drawings
- Glue
- Heavy duty tape

What you do:

1. Color the picture that is to be the puppet or cut out the picture from a magazine.
2. Mount the picture on a piece of cardboard or posterboard. For children it is best to use white glue. You may also wish to use rubber cement or spray adhesive but these should not be used by children without adult supervision.
3. Cut out the figure after the glue has dried.
4. Attach a tongue depressor or popsicle stick to the back of the figure with strapping tape or other heavy duty tape. About ½ or ¼ of the stick should hang below the bottom of the figure to make a good handle.

Paper Bag Puppets

There are so many variations on this idea that it's hard to know where to begin! Here is a suggestion and the kids can take it from there!

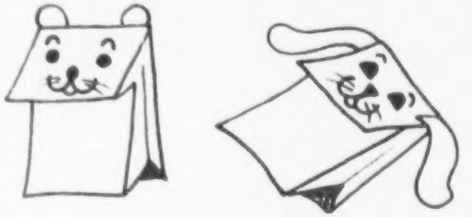
What you need:

- 1 lunch size paper bag for each puppet
- Scissors
- Crayons or felt markers
- Multi-colored construction paper
- Glue

What you do:

1. Cut out 2 rounded ears from brown construction paper.
2. Cut out 1 black nose. A circle about 1 inch in diameter will do.
3. Draw 2 eyes on the flap of the sack and color the sack with a brown crayon to resemble fur.
4. Glue the nose on the bottom edge of the flap in the center.
5. Glue the ears on the top of bag about ¼ inch inside of each corner. The ears may stick up above the top of the bag slightly.

Idea: Make three bear puppets and a little girl puppet for Goldilocks and the Three Bears.



Uncooked Play Dough

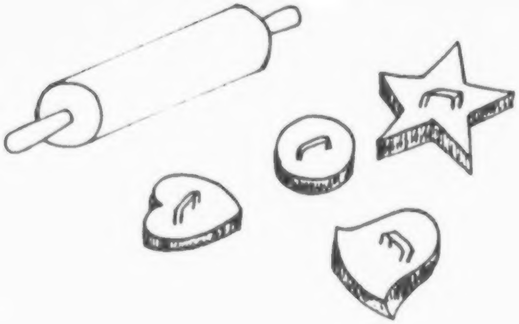
Don't moan and groan over the thoughts of play dough ground into the floor and furniture. A few threats properly placed to assist in substance control and they will be entertained for hours!

What you need:

Cookie cutters
Rolling pin
1½ cups flour
½ cup salt
½ cup water
¼ cup vegetable oil
Food coloring

What you do:

1. Mix the flour and salt.
2. Slowly add the water, oil and food coloring.
3. Knead well.
4. Store covered in the refrigerator.



Cooked Play Dough

Try the different recipes and decide which one you like to use the best.

What you need:

1½ cup water
½ cup salt
2 T. Alum
2 T. Oil
2¼ cup flour

What you do:

1. Bring the 1½ cups water and salt to boil. You may wish to add a few drops of food coloring at this point.
2. Remove from heat.
3. Add the alum, oil, and flour.
4. Knead well.

Dough Art

Dough art can look very artistic. This dough makes many attractive items, including Christmas ornaments.

What you need:

4 cups flour
1 cup salt
1½ cups water

What you do:

1. Mix flour, salt, water.
2. Mix and knead thoroughly. Add a little water or flour if the mixture is too stiff or too sticky.
3. Shape into figures, mold around the bottom of bowl and engrave with etchings or roll out and cut with cookie cutters of various shapes.
4. Bake 1 hour at 300 degrees.
5. When cool, spray with spray varnish. You may paint with tempera paints and then spray with varnish to protect.

Ink Blots

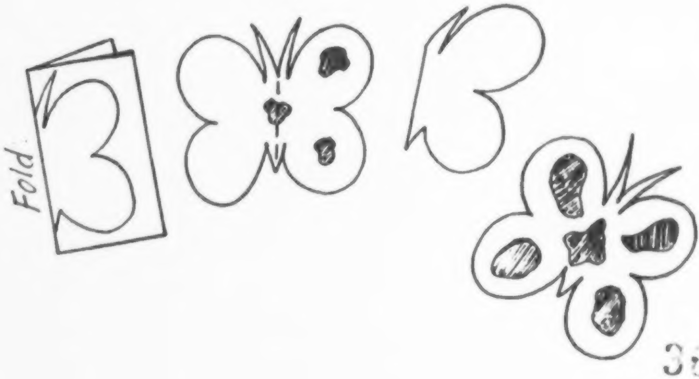
Ink blots may be done in many colors. Here are a few suggestions.

What you need:

Tempera paints
Paper
Scissors

What you do:

1. Fold the paper in half.
2. Cut the folded paper into the shape of a butterfly, a valentine, or any interesting shape you wish.
3. Open the paper and on one half of the paper place blobs of paint.
4. Fold the paper in half again and press it together.
5. When the paper is opened the paint blotted on one half will be blotted to the other half of the paper.



Materials

Photographs, Magazines, Calendars,
Paper - Pen - clear Tape -

① Pick out a picture. Talk about the picture.
Have the child name things in the picture.

② Ask questions about the picture.
What is this. What's the name of this. What color is this. Etc.

③ Introduce new words: Example: Hat - Tam (Kind of hat). Hem: (Bottom of skirt - etc.) Explain the word.

④ Have the child write the name of the item talked about, on a small strip of paper and then tape it onto that same item in the picture. Help if needed with the writing.

Label the House

Materials:

- Masking Tape
- Clear Tape
- Index Cards
- Colored Markers

Same as picture label but with items, rooms objects, etc. all over the house.

CHARADE CARDS

Materials:

Index Cards or pieces of paper.

Pen or pencil.

Storage box.

Three or more players. At least one player must be a good reader.

Write on each card, a word that can be acted out.

. The children take turns reading, acting, and guessing. Guesses cannot be made until the person is finished acting

3 If the child cannot read the word, whisper it in their ear.

Words that can be used. Cat; Dog; Lion, Rabbit; Bird; Snake; Mouse; Monkey; Goat;

Basketball
Baseball
Soccer
Swimming
Riding a bike
Sweeping the floor
Brushing your teeth
Making breakfast
Eating Soup
Sharpening a pencil
Reading a book
Writing a letter
Icing a cake
Playing the violin
Sun
Rain
Monster
Chair
Sleep
Throw
Open a can

TIPS FOR MAKING GAMEBOARDS

1. Think of a theme to carry through with your game; one that interests your child. Examples: Monster March, Snoopy Snaps, Star Track, Dinosaur Derby, Luck Puck. Magazine pictures, comic strips, etc. are useful in carrying out the theme.

2. Use shirt cardboards, manilla folders, 3" x 5" index cards, etc. for making card games.

3. Use magic markers, crayons, etc, for the game board. Make it pleasant to look at!

4. Board games are better if:
    - There is an element of chance
    - There is an element of choice
    - Your child does not have to perform on every move
    - Have "special squares"...i.e. free turn, go to jail, lose a turn
    - Have different routes to winning place, i.e., shortcut
    - Have squares which require child to "act-out" some things, i.e., hop on your left foot three times. This is good for restless children
    - Boards, especially used with younger children, should reinforce left to right orientation

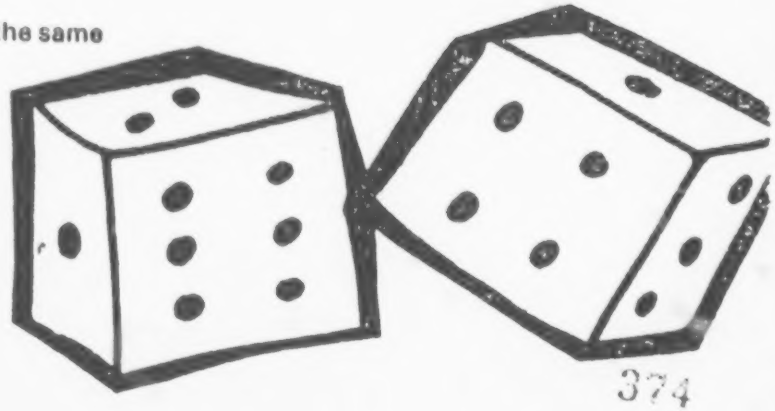
GAME BOARDS

Game boards can be used along with flashcards
that have the words or phrases on them.
The games can be played in a variety of ways.
The materials needed are markers (buttons, bottle caps) and one die.

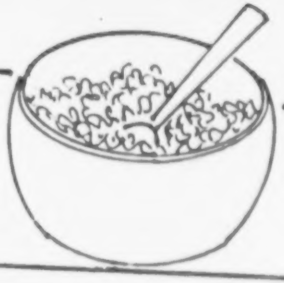
1. Your child could draw a card from a pile and read it.
   If read correctly, your child could throw a die and
   move the number of spaces shown.
   The first one reaching the end wins.

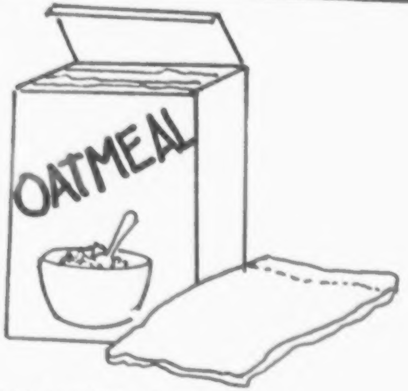
2. Your child could throw the die first.
   If the die shows "3" your child would draw three word cards.
   If the cards are read correctly, your child moves 3 spaces.
   Your child moves only the number of spaces
   of the number of word cards read correctly.

3. Use the gameboards except change the word cards, for example:
   - have child read and give opposite
   - have child read word and give another word that means the same
   - have child spell the plural

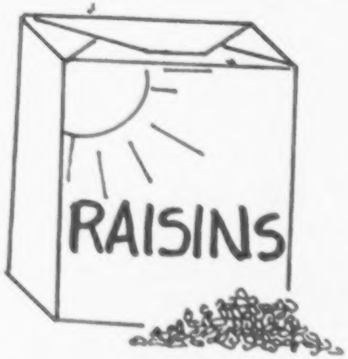


Oatmeal





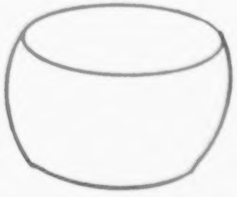
one packet of oatmeal



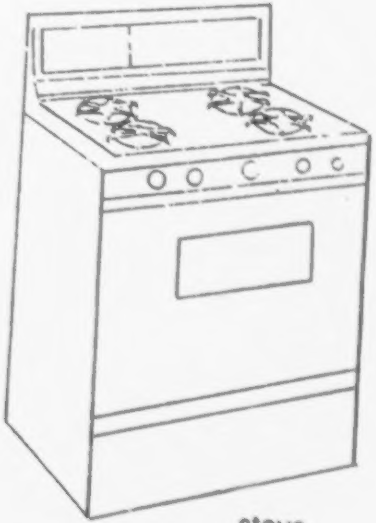
raisins

tea kettle

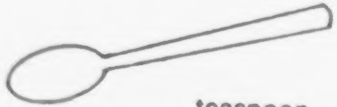
honey



small bowl

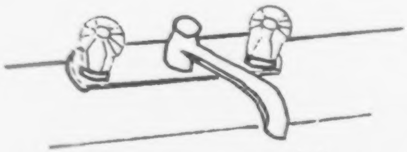


stove

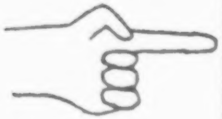


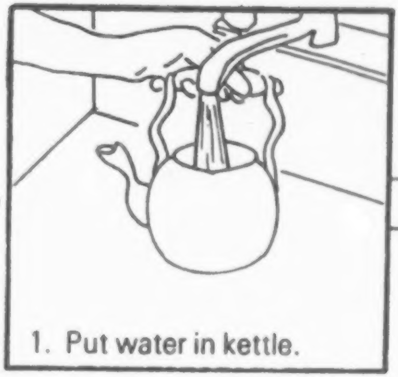
teaspoon

measuring cup

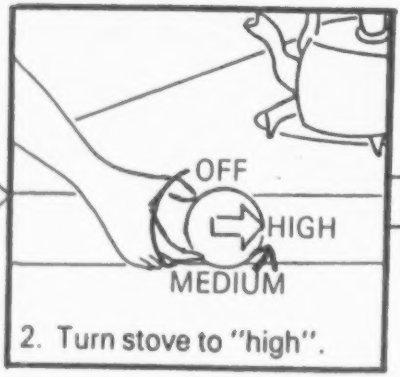


sink

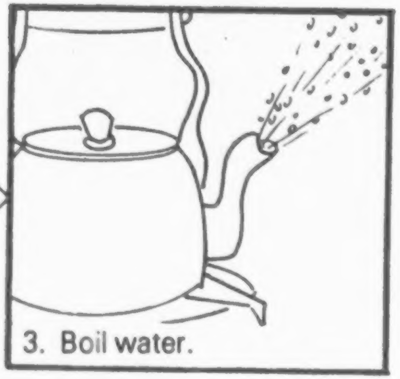




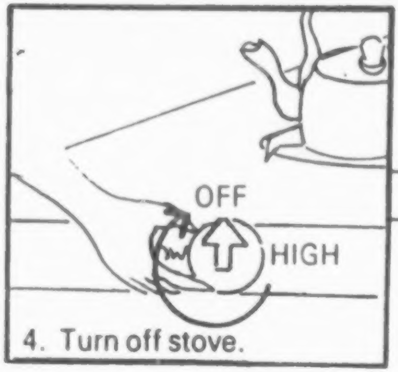
1. Put water in kettle.



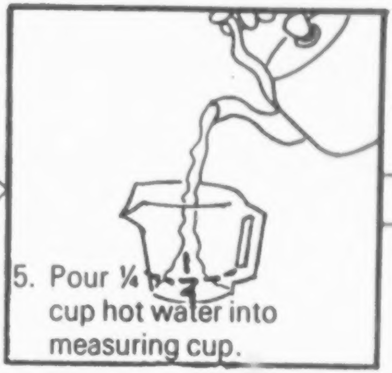
2. Turn stove to "high".



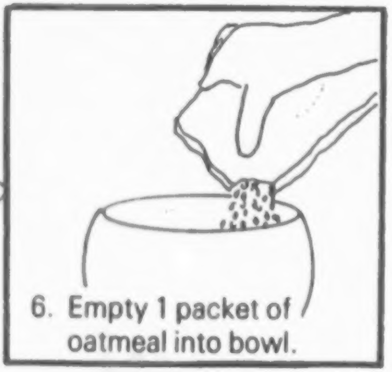
3. Boil water.



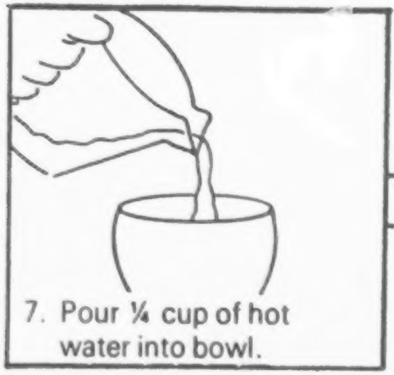
4. Turn off stove.



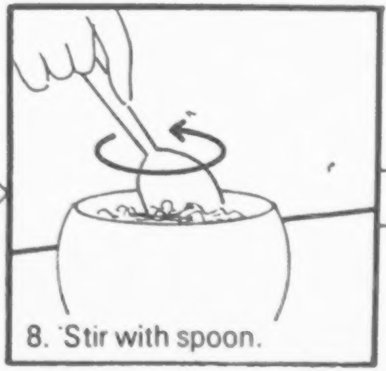
5. Pour ¼ cup hot water into measuring cup.



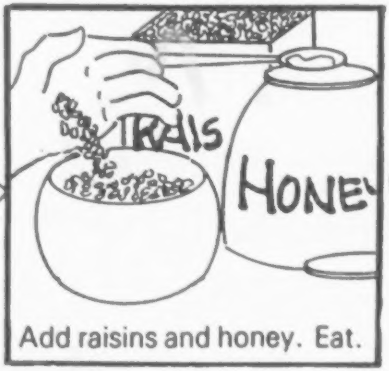
6. Empty 1 packet of oatmeal into bowl.



7. Pour ¼ cup of hot water into bowl.



8. Stir with spoon.



Add raisins and honey. Eat.

COMPREHENSION

Understanding What You Read

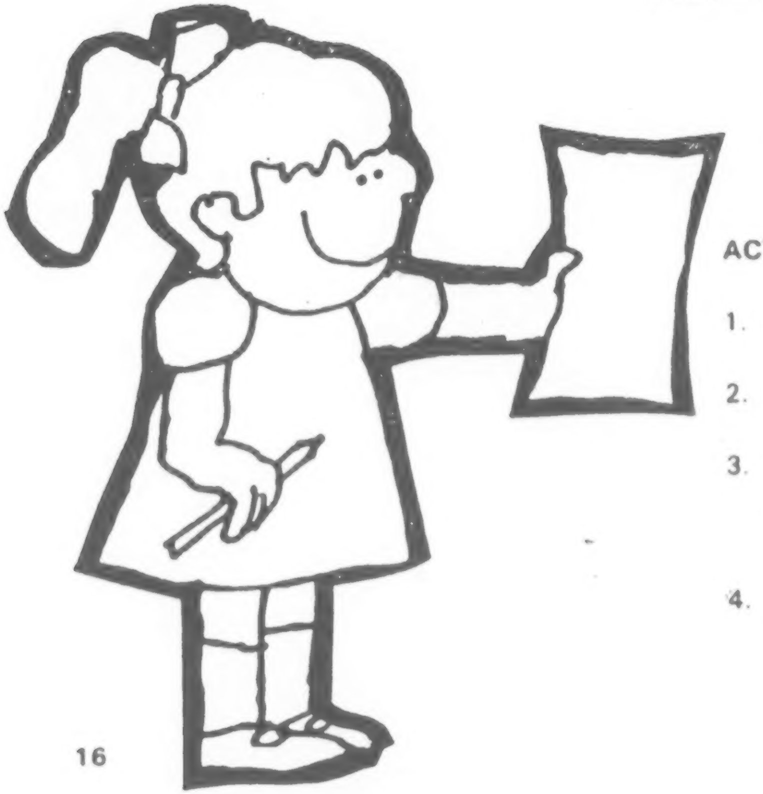
Comprehension deals with understanding the printed words that are being read. Children may know all the words in the story but still not understand it. They need to be able to relate what they are reading to past experiences in order to understand what they have read.

On the following pages are listed the five major comprehension areas with suggested questions and activities to promote their development.

1. **MAIN IDEA** - What's Happening?
2. **DETAILS** - Remember the Facts
3. **LOCATING INFORMATION** - Where Is It?
4. **SEQUENCING** - A Place for Everything
5. **GROUPING** - What Goes With What?

WHAT'S HAPPENING

A child should be able to give you the most important ideas of th

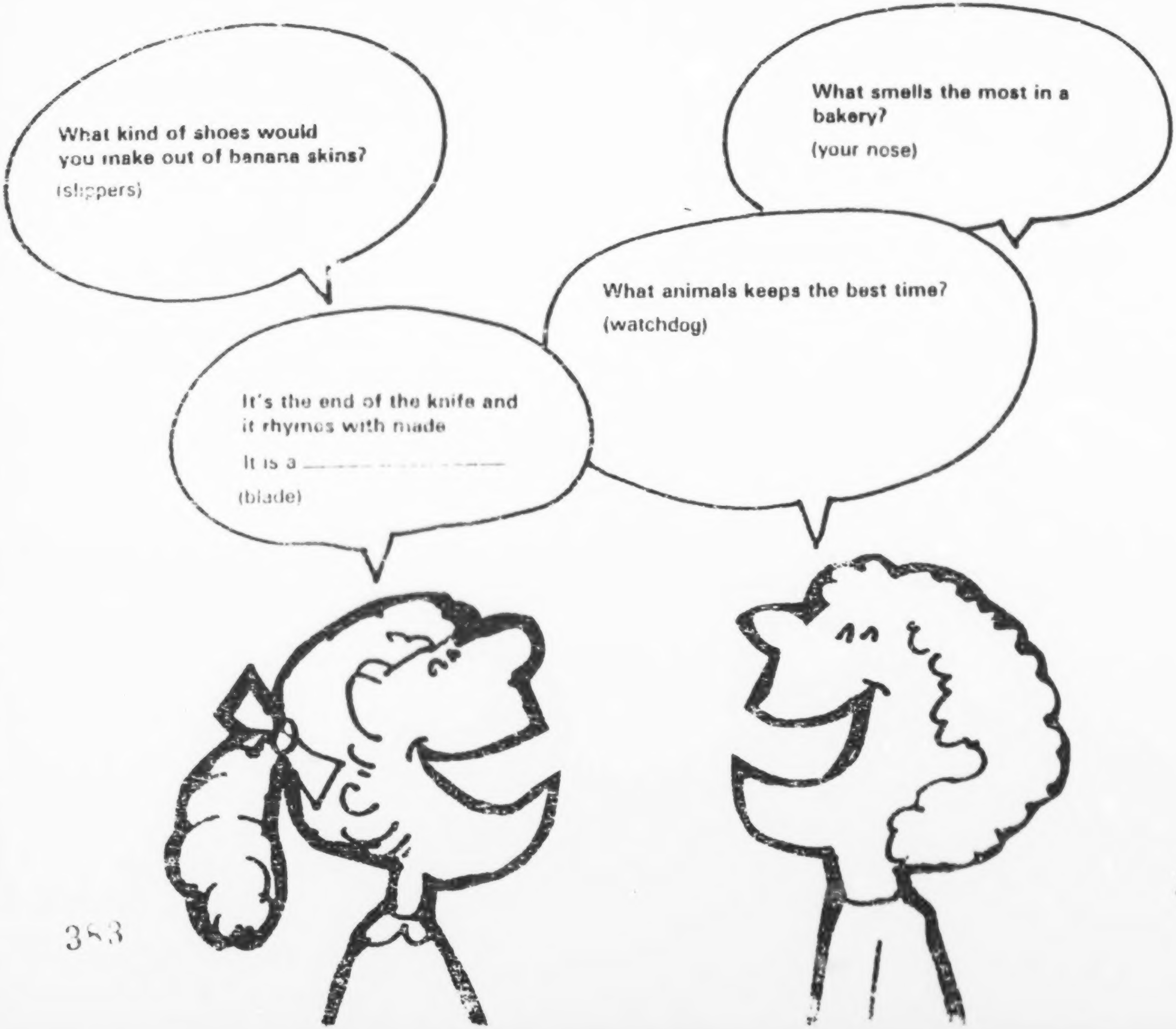


Suggestions:

Tell me what this story is mainly about.
Retell the story in your own words.

ACTIVITIES:

1. Read a story to your child. Ask, "What is the story about?
2. Read a paragraph or story and have the child think of a t
3. Suggest that your child draw a picture of something spe
happened during the day or in the story just read. Write
sentence or two to explain the story.
4. Clip four or five articles from the newspaper. Cut the hea
from the articles. Have your child read the article and ma
correct headline to each.


What kind of shoes would you make out of banana skins? (slippers)
What smells the most in a bakery? (your nose)
What animals keeps the best time? (watchdog)
It's the end of the knife and it rhymes with made It is a ______ (blade)

GAME 10 "RIDDLES"

Riddles are a fun way for children to learn a variety of skills:

- words that are related to each other
- practice reading and writing
- thinking skills
- practice in mentally picturing an object

Activities

1. **Making up a riddle**

A parent begins by thinking of an object and giving 3 clues to identify it (such as, size, shape, color, use, smell, texture or taste). For example, Mother says, "I'm thinking of something that is large, red, and bounces." The child who guesses "ball" makes up the next riddle. He might say, "I'm thinking of something that is small, yellow, and sour." (Answer: a lemon.)

Just look around you and you'll think of many other ideas for your riddles.

"Something soft, white and you sleep on it."
(Answer: _ _ _ _ _ _ _)
"Something long, thin, and you write with it."
(Answer: _ _ _ _ _ _)
"Something made of wood, with legs, and you sit on it."
(Answer: _ _ _ _ _)

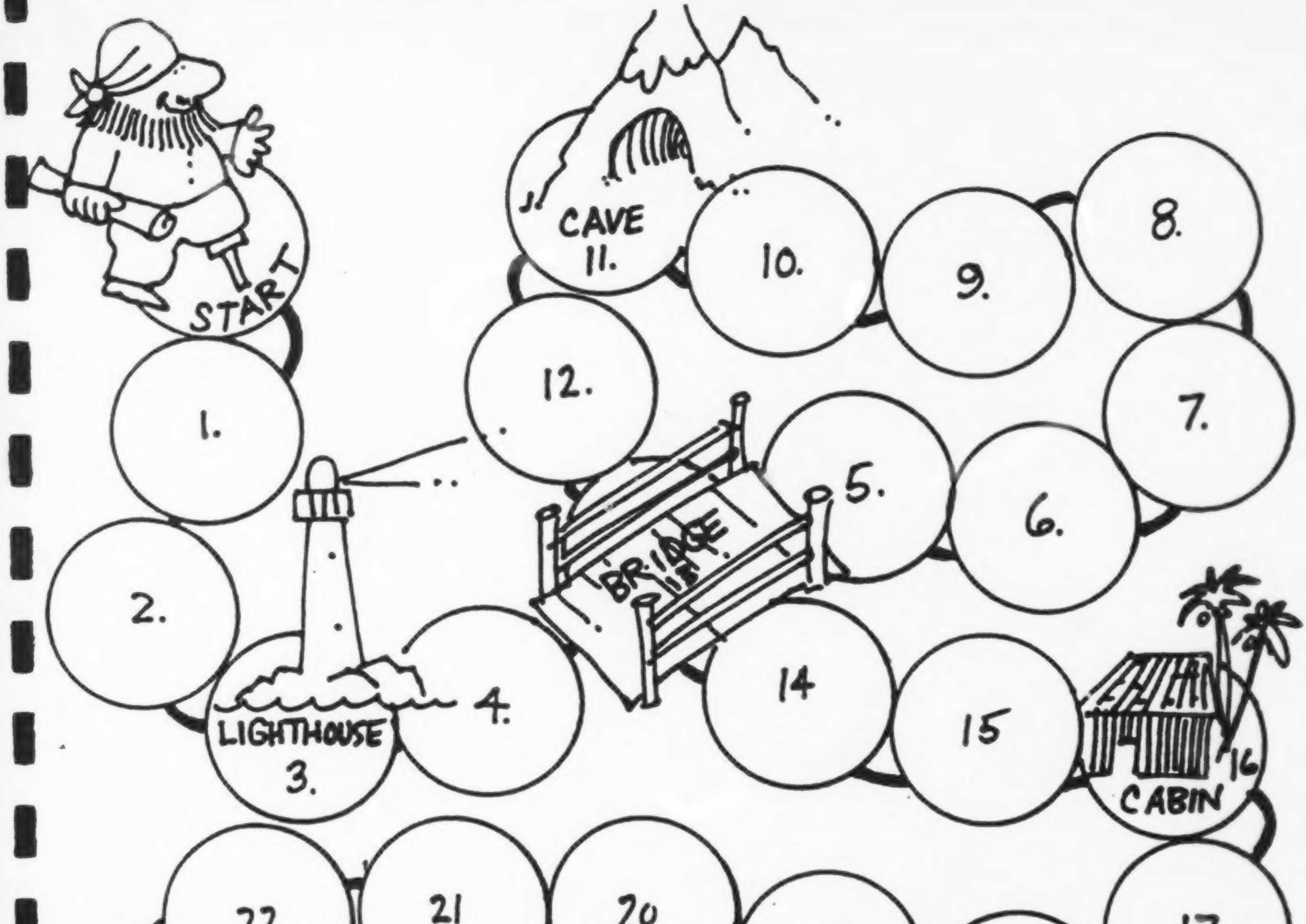
2. **Make collections of riddles from**

bubblegum
Dixie riddle cups
newspapers
comic strip
books

3. **Make a puppet play with riddles**

4. **Read riddle books**

5. **Make placemats for family using riddles**


START
1.
2.
LIGHTHOUSE
3.
4.
5.
6.
7.
8.
9.
10.
CAVE
11.
12.
BRIDGE
13
14
15
16
CABIN
17.
18
19
20
21
22
23
LAKE
24
25
26
27
TREE
28
29
30
31
32
FINISH

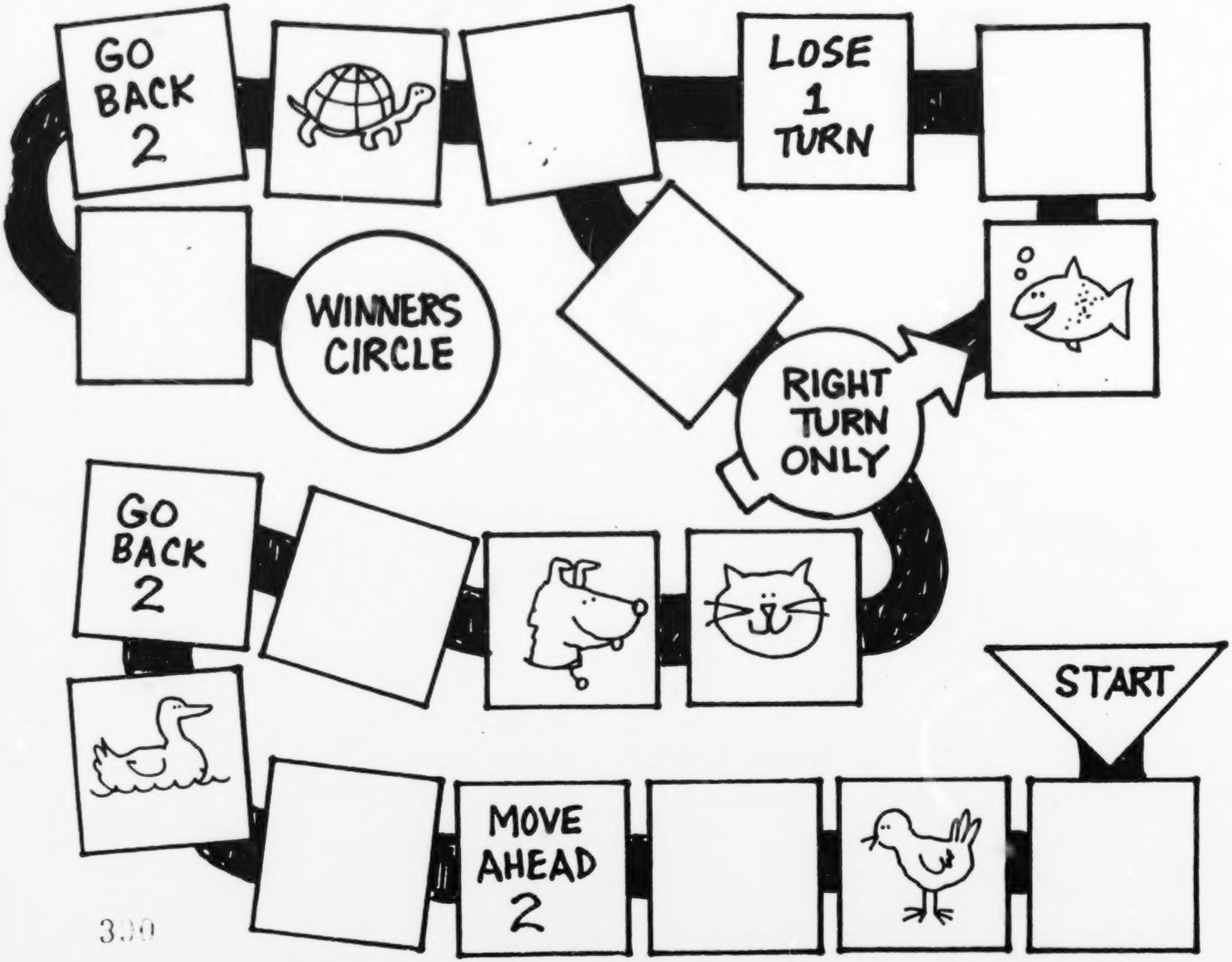
GAME 1. TREASURE HUNT

Make up a deck of cards of words, phrases, or sounds.

Make up another deck of DIRECTION CARDS with the following information.

see if the treasure is at the cave
see if the treasure is in the cabin
perhaps the treasure is in the tree
look under the bridge
maybe the treasure is in the lighthouse
go look around the lake
go back 2 spaces
go back 3 spaces
go forward 2 spaces
go forward 3 spaces

Mix the direction cards in with the word cards. Have your child draw a card. If the correct response is given, your child can throw the die and move the number of spaces. If a direction card is drawn, your child makes the move stated on the card. The player reaching the treasure chest first is the winner.


GO BACK 2
LOSE 1 TURN
WINNERS CIRCLE
RIGHT TURN ONLY
GO BACK 2
START
MOVE AHEAD 2

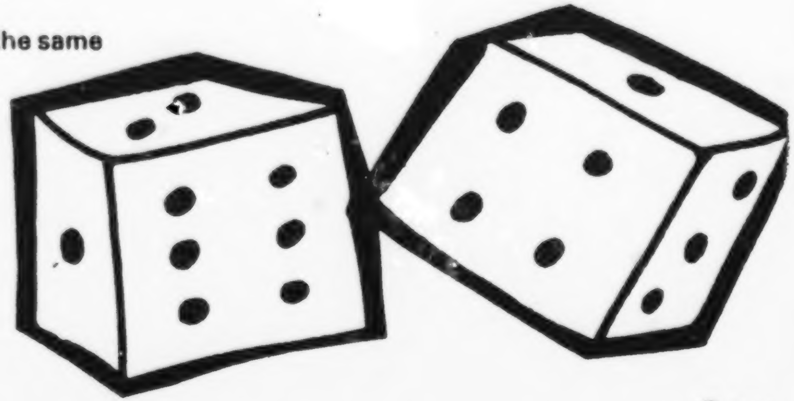
GAME BOARDS

Game boards can be used along with flashcards
that have the words or phrases on them.
The games can be played in a variety of ways.
The materials needed are markers (buttons, bottle caps) and one die.

1. Your child could draw a card from a pile and read it.
   If read correctly, your child could throw a die and
   move the number of spaces shown.
   The first one reaching the end wins.

2. Your child could throw the die first.
   If the die shows "3" your child would draw three word cards.
   If the cards are read correctly, your child moves 3 spaces.
   Your child moves only the number of spaces
   of the number of word cards read correctly.

3. Use the gameboards except change the word cards, for example:
   - have child read and give opposite
   - have child read word and give another word that means the same
   - have child spell the plural



Parent Checklist

HOW TO HELP A CHILD LEARN TO READ

YES NO

1. I read to my child every day.
2. If my child asks for it, I'll read the same book repeatedly.
3. When I read aloud, my child sits in my lap or very close beside me and is in a position to follow along in the book.
4. My child has seen me read frequently.
5. My child has seen a man and a woman read.
6. My child has books of his/her own and a place to keep them.
7. There are books, magazines and newspapers in our home.
8. Books and magazines are an important part of my gift giving for each child.
9. Our conversations go beyond daily functions like eating, dressing, bathing. For example, we talk about what happens in our family and neighborhood, and why things are the way they are.
10. I give my child opportunities to express herself/himself through art, play and talking.

11. I am a concerned and interested listener, showing my child that his/her feelings and interests are important to me.

12. My child knows that I value reading as much as I do watching television.

13. I control the amount of time my child spends watching television.

14. I provide many interesting and varied experiences for my child, such as visits to parades and fairs, restaurants, cities and towns of different sizes, concerts, church, beach, mountains, lakes, rivers, and nature walks.

15. I provide plenty of paper, pencils, and crayons or a chalkboard for play activities.

16. We play games that help my child to see differences and likenesses in objects in our home.

17. My child has a library card and has a chance to use it regularly.

18. I transmit a positive attitude toward schools and teachers.

19. My child's hearing and vision are checked regularly.

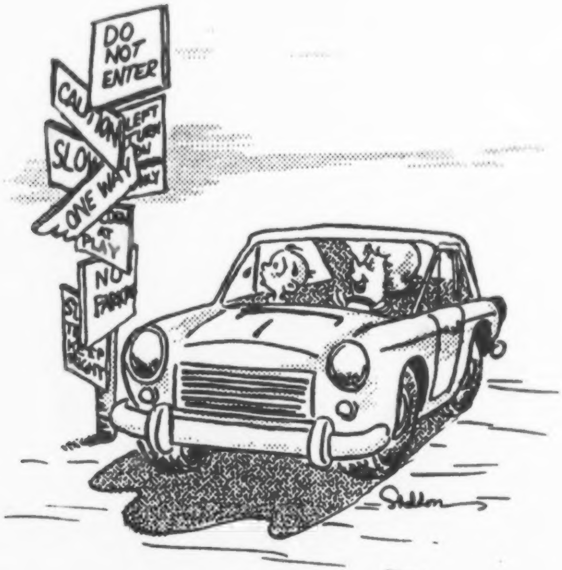
20. I am sure that my child receives a balanced diet.

From the "Reading Teacher" March 1984, p. 670.

Chapter 2

HOW AND WHAT CHILDREN LEARN

CHECKPOINT:



See how the signs help Mommy know where to go?

The following statements are to help you analyze your own learning strengths and interests. the statements are arranged according to the six areas of learning. No one statement is more or less important than another. Remember, this Checkpoint is to help you think about your values and priorities.

There is a worksheet on page 8 to record your "yes" and "no" responses.

Motor

1. As a child, I enjoyed climbing trees, balancing on curbs, and riding a bike.
2. Sports were an important part of my growing years.
3. I consider myself competitive in sports.
4. Maintaining a program of physical fitness is important to me.
5. Physical education activities were easy for me.
6. I enjoy sports as a spectator.
7. I have always been well-coordinated.

Language

8. I was a talkative child and enjoyed conversing with my friends and family at an early age.
9. I liked using big words as part of my early vocabulary.
10. I can write a paragraph (directions for a project, an explanation of an event, a summary of a movie) without any trouble.
11. Writing letters to family and friends is a pleasurable activity.
12. Writing assignments in school were never too difficult.
13. I enjoy discussing books I've read, movies I've seen, and world events.
14. When I read, I try to figure out what new words mean.
15. Memorizing poems, quotes from books, and words to songs is easy.
16. I can retell jokes I've heard.
17. I am not too nervous giving a speech in front of a group.

Perceptual

18. I like to draw and doodle.
19. I liked art in school and felt I did pretty well.
20. I like to visit art galleries and am familiar with great art works.
21. I like jigsaw puzzles.
22. Singing is fun and I feel I can carry a tune and stay on key.
23. Radio/stereo/tape/records are an important part of my day.
24. I like a variety of music.
25. I once played/still play a musical instrument.
26. Creating things (models, stitchery, painting, sewing) is a pleasurable activity for me.
27. I like to decorate the house and have a good eye for color combinations.
28. I can coordinate clothing colors effectively.
29. Cooking is fun and I like to be creative with spices and seasonings.
30. I like to try new and different foods.
31. The smell of fresh laundry, a newly mowed yard, flowers, perfumes, and baking bread are pleasurable. I have a "critical" nose.

Thinking

32. It is easy for me to repair small appliances.
33. I always clean and store tools after using them.
34. I do all the minor (major) repairs on my car.
35. Although I consider myself law-abiding, I do question regulations that I don't understand or that appear to be unnecessary.
36. I can follow directions – to operate a machine, construct something, use a map, etc.
37. I consider myself a logical person and generally can understand the cause/effect relationships both personally and in the study of history/math/science.
38. I can estimate accurately distances, weights, and numbers.
39. I feel competent in my work.